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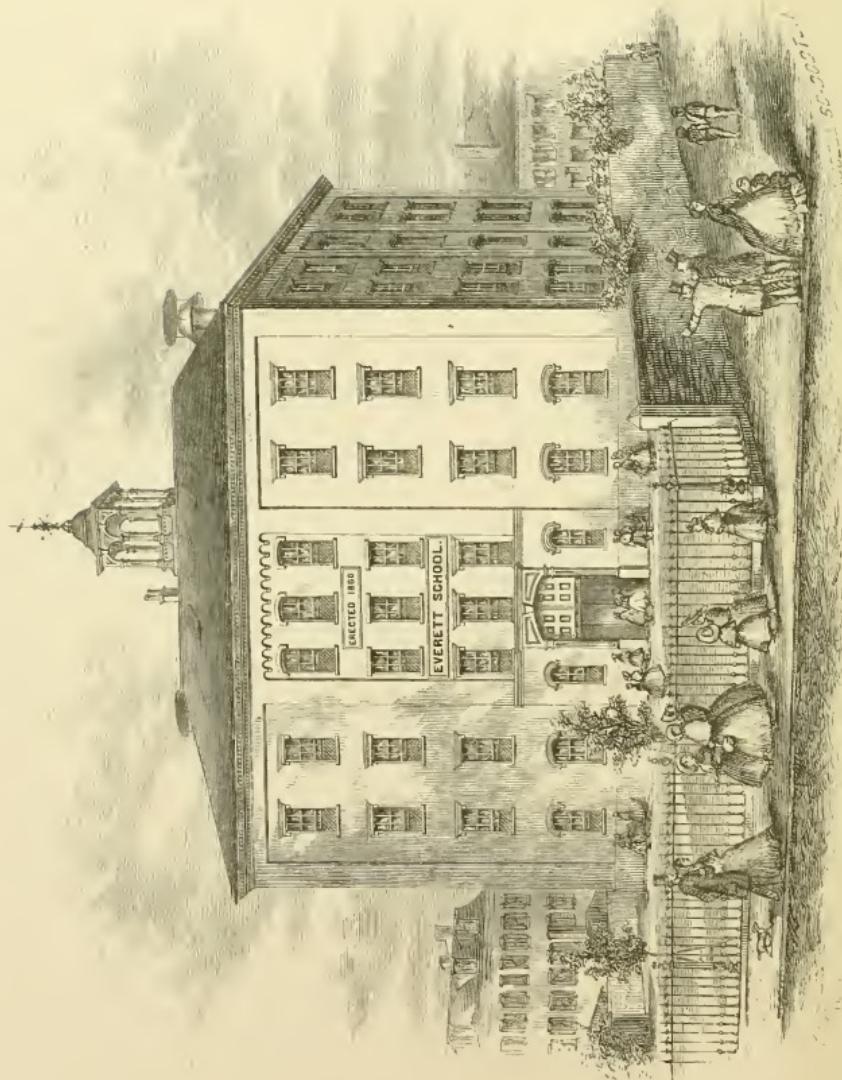
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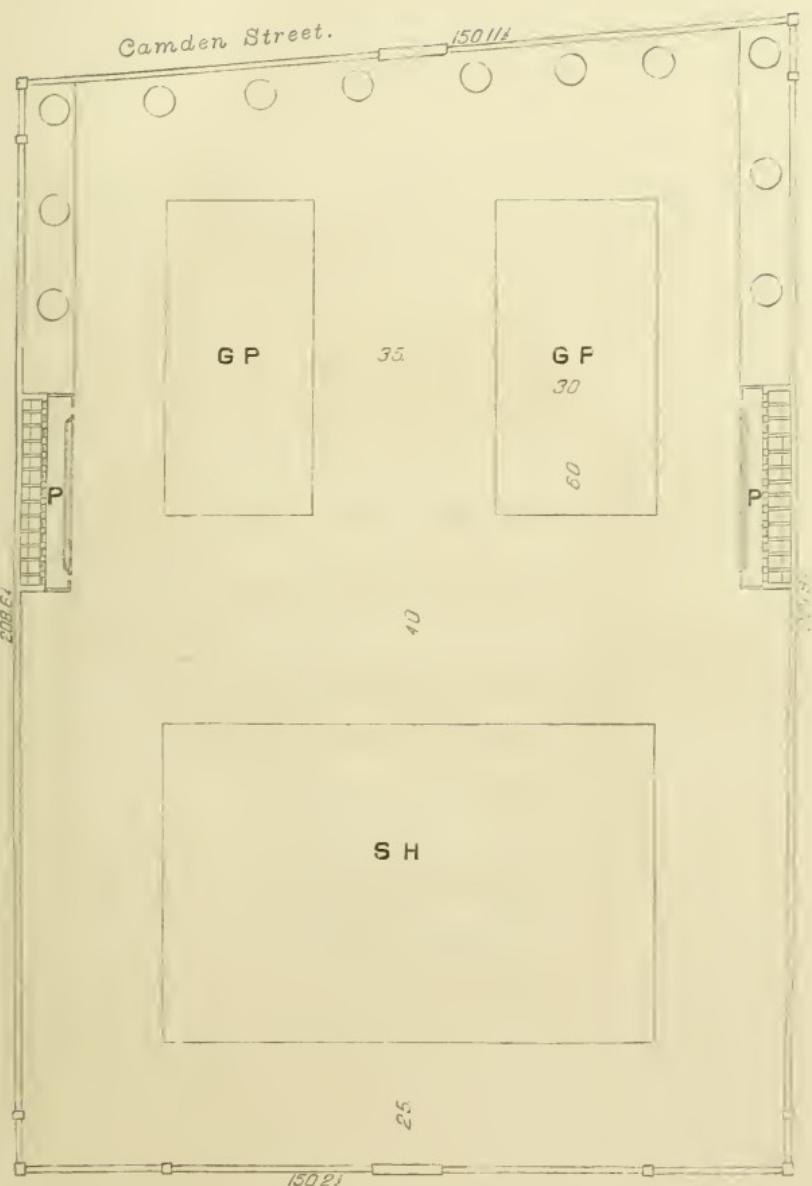








EVERETT SCHOOL HOUSE, BOSTON. SOUTH FRONT, CAMDEN STREET.



LOT OF EVERETT SCHOOL HOUSE, NORTHAMPTON STREET.

S. H. School House.

P. Water Closets.

G. P. Grass Plot.

Circles indicate Trees.



# ANNUAL REPORT

OF THE

# SCHOOL COMMITTEE

OF THE

# CITY OF BOSTON.

1860.



BOSTON:

GEO. C. RAND & AVERY, CITY PRINTERS,

No. 3 CORNHILL.

1860.

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City  
of  
Boston.  
Statistics.

C I T Y   O F   B O S T O N.

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*September 11, 1860.*

At a meeting of the School Committee, held this day, Messrs. Dawes, Alley, Eddy, Haskins, Marvin, Plummer, and Woodbury were appointed the Committee to prepare the Annual Report required by the Rules of the Board.

Attest:

BARNARD CAPEN, *Secretary.*

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*In School Committee, Dec. 11, 1860.*

Mr. Dawes presented the Annual Report of the School Committee, which was accepted; and, thereupon, it was

*Ordered,* That the Committee on the Annual Report be authorized to print the usual number of copies, for distribution among the citizens.

Attest:

BARNARD CAPEN, *Secretary.*

## R E P O R T .

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In preparing the Annual Report of the Boston Public Schools for the year 1859-60, the Committee consider their duty to be defined for them in the Rules of the School Board.\* They have, therefore, avoided any discussion of theories of Education, and endeavored simply to meet the requirements of their own Regulations. The Quarterly Reports of the various District Committees have been examined, and we have made such selections from them as were thought important for public information, and have added such suggestions and remarks as were considered expedient.

We take it for granted that the Annual Report is concerned with those facts which the working of the school system during the year has brought specially into notice, and that the suggestions which it offers come from a consideration of such facts. Even with this understanding of its design and extent, very many

\* The Committees on the Latin School, the English High School, the Girls' High and Normal School, and each District Committee shall, during the month of July, make a thorough examination of their respective schools, and shall report at the quarterly meeting in September the results of their examinations, together with such suggestions for the improvement of the schools as they may see fit to offer. These reports shall be referred to a Special Committee of the Board, who shall make from them such selections as they may think important for public information, and shall add thereto such suggestions and remarks as they shall deem expedient; and their report, which shall be presented at the quarterly meeting in December, when accepted by the Board, shall be printed for distribution among the citizens.—[Chap. IV. Sect. 24.]

matters of interest must be left unnoticed; and some that might be counted important must be omitted, or the review will run into unwelcome minuteness of detail, and weary, instead of interesting, the majority of readers. We make, therefore, as our Regulation orders, a selection from the multitude of facts which belong to this year's experience.

We congratulate our citizens on the marked increase and improvement of the school accommodations during the year. Three first-class commodious Grammar School-houses have been dedicated, and each dedication was an occasion of peculiar interest; the carefully prepared accounts of each will be found in the Appendix to this Report. Boston never knew the twelve-month before when so *many* edifices of equal dimensions and so liberally provided with coveted conveniences and improvements, were added to her Educational Apparatus.

The Quincy School, whose destruction by fire, on the night of Dec. 17, 1858, was referred to in the former Report, has been rebuilt on the same lot, and now stands an ornament to Tyler Street.

An equally well-finished and noble building stands on North Bennet Street, bearing the name of Eliot. During the last year, this school-house was reconstructed, and was occupied by its pupils on the third day of January last. The Sub-Committee tell us, that "the change from dark, ill-ventilated vestries, and inconvenient, noisy school-rooms, in which the several classes were of necessity obliged to accommodate themselves during the previous nine months, was most signal and gratifying. A renewed zeal and

interest pervades the entire school, and there seems to be a harmony of action between teachers and pupils which promises well for the future." The troubles of this school made, in last year's Report, the solitary exception to the uniform contentment with the condition of their schools, and the consequent congratulation expressed by visiting committees; we welcome the influence of the new school-house in bringing round again the accustomed harmony. The lot on which the new Eliot School-house stands has been enlarged, and now contains some 10,230 feet of land. This is a wise and decided amendment, and will largely affect the physical comfort and health of the pupils. The needed genial daylight and wholesome air are often secured by ample play-grounds; but in too many instances the policy has been to limit the school-yard to the narrowest available space, in order to save the public money. "It is to be hoped," says the chairman of the Dwight District, "that the generation which is to succeed us may have reason to be thankful, that while cultivating and educating the mind, we carefully provided for the development and integrity of the body."

The third and last addition to our stately Grammar School-houses, during the year, is that of the Everett School, on Northampton Street. It is for the use of the girls' department of the Dwight School, and was occupied by its inmates in September last. "To designate this school," is the language of the Quarterly Report, "your Committee have selected a name ever to be illustrious in the literary annals of America;" and the building, in all its appointments, merits such

distinction. It is one of our first class school-houses,— having fourteen ample rooms, well ventilated and lighted, and provided with most appropriate furniture for teachers and pupils. In the upper story of the building, is a hall for public exhibitions and other exercises for which a large room is required. In these respects, the house may be rivalled by others in different parts of our city; but it surpasses every other in the extent of its yard-room. The lot on which it stands belonged to the City from the first, and is the largest of any devoted to school purposes,— measuring 34,830 feet. The play-ground is, therefore, much worthier of the name than any other connected with our schools, and it shames by contrast the contracted, gloomy inclosures in which many of our children are expected to find their recreation. We rejoice to see the growing disposition to provide liberal play-grounds, and to make use of them when provided. During the year, the yard of the Brimmer School, which once afforded less than two square feet of space for each pupil, has been increased seven-fold, at an expense of \$13,000. And the Winthrop School, in Tremont Street, has been saved from threatened injury by additions to its premises. The District Committee, in their June Report, inform us that "the estate immediately in the rear of the Winthrop School has recently changed owners, and it was in contemplation to erect upon it a large and high building. As this would have been within twenty feet of the entire eastern side of the school-house, and would have shut out all its eastern light, it would have been a very serious injury to the School. Steps have been taken, and are nearly con-

summated, for the purchase of a strip of land which will forever protect the school-house from the possibility of such a danger, and give — what has long been needed — an ample play-ground to the school."

We note, then, these outward changes in the accommodations of our Grammar Schools. Two new houses stand on the lots once occupied by buildings, — one of which was destroyed by fire, and the other was inadequate to the increasing wants of the District. The third is, in fact, the only addition to the number of our buildings, — the two others being the restoration and improvement of old ones. Three of our Grammar school-yards have been enlarged, and for these changes the City has cause for honest pride. A step in advance for our children's best advantage and interest has been made. Nor have the Primary Schools been behind the Grammar in these respects. Some of the wants that have long been irksome to the Boylston District will be relieved by the new building now in the process of erection in High Street Place. This, when completed, will furnish excellent accommodations for six Primary Schools.

The new building in Poplar Street will give accommodation to the Primary children of the Wells District, and the hitherto pressing need of such accommodation in the Franklin District will be more than supplied by the new Primary School-house in Ward Eleven, that is fast approaching its completion. The Old Dwight Grammar School-house, on Concord Street, has been thoroughly prepared to accommodate twelve Primary Schools. Some may think this is too great a number of little children to be congregated in one edifice ; but,

as a different arrangement could not well be made with the old materials at hand, except at great loss and considerable expenditure of time and money, we admit that the plan promises fairly.

The building will be the largest of our Primary School-houses, and it has been most skilfully adapted for its new uses. The Sub-Committee have judiciously retained one room for their own accommodation, and arranged it in such a way as to make it convenient for their District meetings, or for lectures to teachers, and similar purposes. They express their thanks for the liberal provision made for their District. "Our requests," they say, "have succeeded each other very rapidly, owing to our rapid increase of population, but have generally been responded to promptly and cheerfully. It will be our pleasure to reciprocate these tokens of good-will."

Turning now from these indications of prosperity and improvement, we present another side of the picture. Evidently, we have not yet attained nor are as yet perfect.

The large increase in the number of pupils of the Girls' High and Normal School makes the demand for new accommodations imperative. The building now used by that school, on Mason Street, has always been inconvenient, and frequent complaint of it has been made in past years. The number of applicants for admission will show in what estimation the superior advantages of the school are held by the citizens; and, as the number of pupils has steadily multiplied since its establishment in 1852, none need be surprised at the inadequacy of the building for the present demand.

upon it. The house was originally intended for a Grammar School, and was occupied by one for several years. The lower portion was used for the Public Library before its removal to Boylston Street, and the rooms never were fully satisfactory to the Committee of the school. The Girls' High School has now a larger number of pupils than in any previous year, and the present edifice is entirely inadequate to its accommodation.

The crowded state of the Boylston School, which was referred to in the previous Annual Report,—we regret to say, still continues. The average number of pupils in the Grammar Department exceeds by more than two hundred the capacity of the main building to accommodate. The rooms provided for several divisions in the school are inconvenient and unsuitable, and in March last it was found impossible to provide any accommodations whatever, for one half of the one hundred and twenty pupils who were qualified for admission at that time. "These children," say the Committee, "are straying idly about the streets, or remain in the Primary Schools to the exclusion of others who properly belong there, and are anxious and urgent for admission."

But the frequently repeated applications for a new School-house for this District have at length been successful, and after long protracted and patient investigation on the part of the Committee on Public Instruction, a suitable lot has been secured. We learn that the building will soon be put under contract. This delay has been deeply regretted by those who had charge over the interests of the School, but

untoward circumstances have made it unavoidable, and we anticipate the hoped-for relief.

The Grammar School-house in the Chapman District will soon be inadequate,—already three classes occupy rooms outside of and one of them remote from the Chapman Building. This arrangement awkwardly increases the labors of the head master, and prevents that constant supervision by him which our system of public instruction requires. Present appearances indicate that at least one new class will be added every year, for which room must be found outside of the Grammar School Building. Thus the increase of numbers, which is the token of the City's growth and prosperity, will prove an embarrassment to the success of the Chapman District, as long as the present building remains unchanged.

Complaints have been made of the Mayhew School Building. The District Committee tell us, "There is no hall in the building which can comfortably accommodate all the children, and the stairways are so arranged that the pupils of one room, going to recess, disturb as much as possible, those in all the other rooms. When the School-house was first erected it was in a quiet neighborhood, with plenty of air from a fine garden in the rear. This is partly covered by a large stable, and the remaining vacant space, which furnishes all the best air, and a great part of the light, is now for sale, and the proprietor has offers for it from different parties, who respectively wish to build a Bowling Alley, a Billiard Room, and an Express Wagon Stable. When this lot is sold and built upon, we shall have only fifteen feet clear space around the building,

and shall be surrounded with machine shops, wooden buildings, foundries, bowling alleys, pistol galleries, stables, tenement houses and vaults; of the noise and of the odors arising from this position it is unnecessary to speak, as it can so easily be imagined. Already some parents who have sent children to the school, and are attached to the teachers, have pleaded for permission to send their younger children to the Phillips School, on the ground that the position of the Mayhew School is injurious to health."

The superior advantages of the Phillips School, however, appear to be rather in expectation than in reality, for it still is true that in no portion of the city are the accommodations for educational purposes less satisfactory than in this District. The capacity of the house is insufficient; some of the classes are out of the building; an arrangement which, in this case, is not altogether to be regretted, for the house is ill-constructed, and the stairways dangerous. In January last, soon after the opening of the morning session, a fire occurred in it, and a panic among the scholars was prevented only by the presence of mind and promptness of action of the master and teachers. The school was dismissed without confusion or accident. But the Quarterly Report informs us that "This is the third time a fire has occurred in this building within a few years past."

Our school buildings ought to be adequately protected against the possibility of such catastrophes. The destruction of the former Quincy School-house is enough to show that not only humanity, but economy requires this. The additional cost of a fire-

proof building would not exceed \$6,000, and the recommendation of this Board to the City Council, that the school-houses hereafter erected be secured against fire, was made with good reason. That recommendation has been favorably entertained; additional guards have been placed about the furnaces in the new buildings, and we believe that every needed caution will henceforth be taken.

We are glad to report that provision has been made to answer the pressing demand of the Phillips District for enlarged accommodations. The City Council have appropriated the sum of \$78,750 for the purchase of a lot of land and the construction of a new house, which shall be commensurate with the wants of the District. The site selected is on the eastern corner of Southac and West Centre Streets, comprising about 10,000 square feet of land. "This locality," say the Committee, "although not in all respects as desirable as could be hoped to a portion of the District, has been selected as the best that a long and patient search, on the part of the Committee of Public Instruction could command."

The Winthrop School-house, on Tremont Street, is suffering the inconvenience of a superabundant population, and four of its classes are crowded out of the building. Though these classes may be accommodated in rooms not far remote, yet such an arrangement must be subject to very great disadvantages; to say nothing of the want of yard-room, these four colonies are less under the influence of the principal teacher, and fail to share in many privileges that are secured to the inmates of the

Grammar School-house by our system of public instruction. The excess of pupils above the complement is continually growing, and though at present it is more than two hundred, we have reason to believe it will soon reach a still more inconvenient number. Nor can any promise of relief be found in a change of District lines. The neighboring schools are beginning to be overburdened, and their difficulties would only be increased by adding to their territory. The want of a new Grammar School-house appears obvious, and begins to be felt as an urgent necessity. The increase of the contiguous Boylston District has, in four years just passed, been found to be nearly thirty-four per cent, notwithstanding the inroads which have been made by warehouses upon dwellings. More than a year ago an order was passed by the School Board asking for a new Grammar School-house near the foot of Summer Street; but the difficulty of obtaining a proper site for it has postponed relief.

The growth of our city has brought a similar state of things in the Primary School accommodations; though, as we have already seen, provision has been made to meet many of the more pressing demands.

During the year, twelve new Primary Schools have been formed and the teachers appointed. The Committee were prevented from relieving the great pressure on schools already established, only by the impossibility of finding suitable accommodations for the additional classes that are ready to be formed.

A new Primary School-house has been urgently called for in South Boston, to accommodate the Lawrence

and Bigelow Districts. Additional accommodations for the Primary Schools of the Brimmer District are needed. The large tract of land, which is bounded by Boylston and Washington streets, the Worcester Railroad and the new territory redeemed from the Back Bay, has only two primary buildings. One of these was built twenty years ago, and its three rooms were intended for much smaller schools than are crowded into them at present; the other is a more recent structure, with six rooms. The territory for which these two buildings furnish Primary School accommodations, includes the whole of Ward nine, and a part of Ward ten, and has a dense foreign population that is probably permanent. Nine rooms cannot be sufficient for such a multitude; and when we remember that three of these nine are too small for the reception of a proper number of the much desired seats and desks, the necessity for new arrangements will be admitted. The building in Newburn Place, where these three rooms are, is a *relic of the past*, and resembles another, at South Boston, with which the same difficulty is found. Such houses are absolute incumbrances; they belong to the city, and so save the rent of better accommodations; but they also prevent the enjoyment of many advantages to the unfortunate schools which are put into them. They ought to be sold, and either removed entirely or replaced by others better suited to present needs. The Brimmer District would be accommodated by a modern Primary School-house on Church Street. At East Boston, in the Chapman District, eight of the Primary Schools occupy rooms that were originally designed for very different pur-

poses, and for the use of them a yearly rent is paid by the city. In the Winthrop District, better accommodations for the Primary Schools have long been patiently waited for. The building in East Street has four rooms that ought to be counted unfit for occupation ; they are dark, offensive, and damp, and have frequently been complained of, by the District Committee, as the cause of the teacher's feeble health. In all these places, new accommodations are imperatively demanded, and we hope will soon be furnished.

The internal condition of our schools has been steadily improving. Of teachers and pupils, and the work of instruction, the visiting Committees have generally reported favorably, and in some instances, with high commendations.

Particular accounts of the Latin, the English High and the Girls' High and Normal Schools, will be found in the printed reports of their Sub-Committees accompanying this. These institutions have maintained their distinguished reputation during the year, and the Quarterly Examinations furnish evidence of the teachers' patient and thorough instruction, and of the pupils' diligent and persistent study. The Committee complain of the large number of scholars who leave the English High School before completing the prescribed course, in order to enter on active life. That school has suffered from this injudicious desire of the youth of our land to get along at lightning speed. The number discharged from the school during the year, is almost one half of the total average attendance.

At no previous period in their history have our schools generally done better than during the past

year. We have no unpleasant disturbances or bickerings to report, and in the schools where such things were known in a former year, the improvement is remarkable.

The District Committee express "great pleasure to notice the good order, wholesome discipline, and cheerful obedience to rulers, which generally prevail, and also the kindly relations that exist between teacher and pupil."

The examinations have more frequently than heretofore been conducted by means of written or printed questions, and the experience of some Committees leads to their recommendation, that each school be so examined as frequently as twice a year, in order the better to determine the pupil's qualifications for promotion,—and in order that a "satisfactory reply may be furnished in figures, to parents who may complain that their children are not promoted as frequently as they desire."

Such a reply may possibly answer the purpose in view; but it should be remembered that the results of a true and profitable examination cannot be brought into such exact measurement. The examination of a school determines many other questions than the qualifications of the pupil; and the greatest care is called for, in conducting it to advantage. It is possible to work much mischief, or to do much good, by the method adopted; and, without doubt, the examining Committee have, with the best intentions, sometimes discouraged rather than assisted the teacher, and hindered the work of the school by the plan and manner of the examination. The manner of the examiner is as important as his

plan; and one argument in favor of the written or printed question is, that the plan prevents, or largely modifies any awkwardness and repulsiveness of manner. The modest pupil is not disconcerted by the verbal question, nor the conceited tyro tempted to vain display by the personal attention. Then, too, the questions, when written or printed, may be prepared with proper discrimination, and the danger of requiring less, or more, than ought to be expected of the pupil, can be carefully avoided. Examinations that run to either of these extremes will positively injure the school. If the standard is put too low, the negligent pupil will be encouraged in idleness, and the ambitious teacher discountenanced in his attempts at high attainment. If the examiner demand too much, both teacher and pupil will be depressed and disheartened, instead of stimulated to renewed effort. The effect of any examination is felt *in the future*, and often shapes the subsequent operations of the school; therefore, that method of examination is best, which requires a diligent and discriminating preparation for it, and which most favors a judicious and careful selection of topics and of questions.

We welcome any plan which enlists the co-operation of parents, or that increases their interest in the welfare of the school. The teacher's best work is essentially parental, and he labors at an almost insurmountable disadvantage, who has to encounter the adverse influence of the family and the home. It is pleasant to mark any manifestation of parental encouragement to teachers, and to see home and school authority helping each other to understand and appreciate what is attempt-

ed for the children's advantage. Many a bitter and angry feeling, much irregularity of attendance, many an unreasonable demand, much dissatisfaction and complaint, would be prevented, if teachers and parents knew each other better. If the work of the school-room could be understood at home, and the teacher's varied, difficult and exhausting employment adequately apprehended by the child's natural guardian, the prosperity of our schools would be secure;—and such a result is promoted when parents themselves are induced to visit the schools with kindly intent, that they may become familiar with the faces of its instructors, and acquaint themselves with its scenes. It is well that a time be appointed when such visits may be convenient to either party, and the entertainment may answer to the expectation.

The Committee of the Eliot School report that "since the occupancy of the new building, a fresh interest has arisen among many parents in the District, which has manifested itself by occasional visits to the school-room. Parental co-operation is a duty so frequently under-estimated and neglected, that any indication of increasing interest in this direction is hailed with great satisfaction, both by the Committee and the teacher." And in the Hancock District, a similar result has been obtained by a semi-annual exhibition of the school,—the exercises of which consisted of music, reading, both general and select, and recitations in the various branches taught in the school. The Committee say that "a very large number of the parents and friends were present and seemed well pleased with the efforts of the pupils."

At the beginning of the school year, the reorganization of the Bigelow and Lincoln schools was effected, and they ceased to be for one sex exclusively. We have now seven schools in which boys and girls are taught together, and twelve where the sexes are separated, six being for boys, and six for girls. The advocates for the mixed and the separate systems both bring plausible arguments for their theories; and though the experience of successful educators can be cited in favor of the mixed system, our experiment is not conclusive for either party.

The resignation of Mr. Charles Kimball, who for nineteen years has discharged the duties of master of the Boylston School, was reluctantly accepted, in January last. Mr. Kimball has been scrupulously faithful and eminently successful, and given entire satisfaction to those most interested in the school's welfare.

The important vacancy made by this resignation was filled by the appointment of Mr. William T. Adams, who for twelve years has been a teacher in the school, and had become familiar with its working and its wants. In recommending this gentleman to the place of master, his Committee say that in making the appointment, the Board "pay a just tribute to a long-tried and meritorious public servant, and promote in the most efficient manner the best interests of the school."

We should be glad to report this as the only change which has occurred among the corps of teachers during the year, in any of our schools, but we find that changes have been too numerous to be mentioned individually. In many of these cases the resignation was

received with sincere regret by the Committee, and the teacher permitted to withdraw after rendering a most acceptable service. In a few other instances, the removals were called for by the incumbent's unfaithfulness, or evident failure to accomplish the design of the appointment. The teacher, under our system, is expected to be an educator, taking that word to mean something more than the giver of information. We look for the pupil's mental development and moral improvement, as well as for his acquisition of knowledge; and to awaken thought, to stimulate inquiry, to direct, train, strengthen the faculties, is the more important part of our teachers' duty. Our Rules recognize good morals as essential to progress in useful knowledge, and require that instruction be given in the principles of truth and virtue,— so that no mere assigner of lessons and listener to recitations can satisfy the demand of our regulations.

Permanency in the teacher's office is desirable, both for the sake of the profession itself, and for the success of its labors. The frequent change in the teacher annoys and hinders a school, interferes with the harmony of its arrangement, and prevents its working to the best advantage. The experience of the Franklin School has been most trying. "With the exception of the master," says the Report of March last, "the five upper divisions, where superior skill and experience are most wanted, are in the hands of new teachers, faithful indeed, and very promising, but still inexperienced. In the three divisions of the second class, there have been six teachers within a year. The first division has had three. A head-assistant has just resigned from the master's room, and a substitute to be

appointed in the second division of the same class. A plan by which teachers can be made more of a permanency is a desideratum."

The plan adopted by the Board, of increasing annually the salary of the teacher till it reaches a determined sum, does not seem to be of itself sufficient. Great care in the selection of the candidate, and in securing the appointment of competent teachers, must always form a part of our plan. Even with the greatest care, mistakes will be made, for aptness to teach in a pleasing and impressive manner is not an invariable accompaniment of sufficient literary qualification. Experiment only can determine whether a candidate for the office of teacher has ability to maintain discipline, and to arouse that enthusiasm which is desirable ; and cases will occur where zeal and interest decline, or discipline becomes lax and time is used to little advantage.

"The reluctance to dismiss teachers is usually so strong," says the Report of the Wells District, "as to secure a fair chance for amendment, to profit by advice and to bring up deficiencies ; and if patience and forbearance may be followed by these results, we have no reason to regret this reluctance. It cannot be denied, however, that the more common history of inefficient teachers is that the conservatism of the Committee offers too long immunity, and perhaps retains inadequate services years after amendment is hopeless. Some plain-spoken frankness, and some prompt firmness, after previous counsel and advice, are called for by a sense of obligation to the City, though they may be duties among the most unwelcome which we have to discharge."

During the year, twenty-eight teachers for the Grammar and Primary Schools have been appointed, who were graduates of the Girls' High and Normal School, and it is a fact creditable to that institution, that its scholars generally prove to be successful teachers.

Since 1854 that school has given to the City one hundred and eighty-five teachers, who have brought to its service a commendable scholarship.

The leading object of this school is to some extent accomplished, and its aim to impart a higher order of instruction is kept in view. But we notice that the ambition of graduates, who design to be teachers, for the most part, moves them to prefer the *Grammar* to the *Primary* Department. The instructors at our Girls' High and Normal School may too readily and inconsiderately have encouraged this ambition, which eagerly and acceptably co-operates in realizing both of the worthy aims of the Institution. But the result is, that the wants of our Grammar Schools are mainly provided for. It is true that the same skill, accomplishments, and conscientiousness would be required in Grammar and Primary teachers; and success as an instructor, anywhere, will probably and ultimately attend the approved graduate of our Normal School, after some experience. But we would have the Primary teacher's position more worthily estimated, and counted, as it well deserves to be, as the post of highest honor. We claim for the old axiom, "*Our most important, are our earliest years,*" all the truth which it ever had. Repetition in school copy-books may have made the rhythmical sentence trite; but in

the work of education the fact, which it has stated, cannot be neglected or undervalued. A charge is committed to the Primary teacher which is most susceptible to injury, though readily affected by wholesome influences. The method of dealing with such a charge demands and merits careful study. The Primary teacher should be protected against all possible blunders; should have some special preparation for a peculiar work; some appropriate training of the *maternal instincts*, in order intelligently to comprehend, *at the outset*, the young child's wants, and discreetly to provide for them.

So much is required of any teacher, moreover, that not only a well-developed and furnished brain and a sympathizing heart are needed, but a robust and healthy body likewise. Some have failed in the teacher's vocation solely because of physical infirmity, and their inability to endure the drudgery of school-room life. A healthy body has much to do with the good temper and amiability of the teacher, and it is to be remembered that in this business patience alone does have a perfect work. We are glad to see this subject of physical training in our schools claiming the attention due to it, and we refer to the appropriate remarks of our Superintendent concerning it, which will be found in his semi-annual Report, accompanying this. It would not surprise us to find, when a thorough system of physical training is made a part of school culture, and a part of every school-day is devoted to it, that the number of truants will be diminished.

Our Primary Schools, whose success so deeply affects that of all the other grades, are in a prosperous and

improving condition. More has been done for them than at any previous period, and the Committee's oversight has been growing more systematic and effectual. The importance of these schools is beginning to be better appreciated and acknowledged, and the inspection of them is not so often counted an uninteresting drudgery. In one respect, however, we see room for worthier apprehension and a truer estimate. The alphabet schools have claims to higher regard than has often been given them, and the teachers of these schools should be selected with peculiar care. It has been taken for granted, that a person of small mental calibre, and the most meagre attainments, would be amply prepared to take the charge of the alphabet school ; and the impression has prevailed that the education furnished by our Girls' High and Normal School was wasted when the graduate was called to so low a post of duty. It seemed like degradation when the candidate, after passing a successful examination before the Committee, was appointed to the charge of an alphabet school. Now, we say that here is a great misapprehension, and, in consequence of it, a great wrong is done. The problems started by considering the wants of the infant class, are among the most difficult that perplex the educator. The demands that are made continually on the teacher of the alphabet school are most exacting. Intellect and heart, soul and body are put in requisition ; and to organize such a school discreetly, to conduct it successfully, is a high honor to any teacher. We claim for such a one the credit of distinguished mental ability, and of a saint-like character, which our most respected teachers might well

covet. It is no wonder that few are found adequately prepared for the arduous office ; the work taxes the invention of a fertile imagination, and calls for the Christian philanthropy of a Dix, and the sisterly foresight of a Florence Nightingale. We hope the day will come when teachers of alphabet schools shall rank as head assistants, and their salary be ample enough to secure for the office the largest ability.

The graded system continues to find favor, and, during the year, has been introduced wherever it was practicable. The reports from Districts where this system has been the longest and most faithfully tried, are flattering, and the classes have been found remarkably well prepared for admission to the Grammar Schools. Thus, in the Winthrop District, the Quarterly Report for March says, "When it is remembered that all the children in these schools come from the poorest classes in society, that all, or very nearly all, are children of foreign parents, that many of them are so destitute of the necessary apparel that they would be unable to attend school in the more inclement weather but for aid from benevolent and provident societies ; and so great is the irregularity of attendance, and the fluctuations of their list, that their annual discharges and admissions are more than twice in number their average attendance,—when all these things are considered, we may well be satisfied with the evidence which is afforded of the success of the experiment by the unerring test of the Grammar School examinations. In order that these examinations may be no uncertain test of the work that has been done, the Committee require that every six months the

entire first class shall be presented for admission or rejection. In March, 1859, the number presented was 38; in September, 48; and the present month 48; in all, 134. Of these, the entire number was admitted without hesitation or qualification. It is true that not a little of the credit of the result so unexceptionable is due to the fidelity and unwearied diligence of the senior teacher. Without good teachers, it is impossible to have good schools under any system. It is equally demonstrable, however, that much is also due to the system itself, without the aid of which, with such material, this result would have been impossible."

All systems must have their peculiar disadvantages, and we must expect some difficulties to accompany any attempts at perfection. The rules and regulations of the School Board allot to each teacher, as a maximum number, fifty-six pupils. Any more than this gives warning of the need of a new school and an additional teacher. But the surprising numbers that belong to the alphabet classes have hindered and perplexed the Committee in their attempts at any equal distribution. It is evident that the youngest children, who are the most numerous class, might be advantageously provided for by plans that differ from any yet embraced by our system of education. THE HOME has had charge over the early years of New England life, hitherto; but the flood of foreign immigration has disturbed our social arrangements. Some institution, that stands mid-way between the home and the gymnasium, the nursery and our public school, might supply a deficiency. Children, hardly beyond the years of babyhood, are sent to school, and sometimes for the mere purpose of

finding for them a secure guardianship, while the parent seeks a livelihood, and is set free from their incumbrance. Our regulations open the school to younger pupils than the statutes of the State recognize, and the result has been that we have been flooded with younger children than is profitable or convenient.

The tablets and charts, which were carefully prepared for our Primary Schools by our Superintendent, have been introduced agreeably to the order of the School Board, passed in February last. These tablets have been welcomed by the teachers who have apprehended the plan of the author, and have learned how to use them. When skilfully used, they are more effectual than any book to fix the attention of the young pupil, and gain for him all the advantage of companionship; when accompanied by the teacher's explanations, they afford the most pleasing and easy method of imparting information to a whole class at the same moment, and the surest to fix the knowledge in each child's memory.

We have also made an acceptable change in the Primary School Readers; and though the books which were formerly in use are permitted to be retained at the discretion of the District Committees, a new interest in the important study of Reading has been awakened, wherever the new books have been introduced.

The introduction of music into these schools, and its bearing on the educated speech of our children, has been noticed in former Reports. We refer to the subject now, to show our continued appreciation of its importance, and that any seeming indifference to it may be denied. The little child is an apt and willing learner of simple melodies, and when the teacher is competent

and careful in this exercise, a great good is done; not merely is variety secured for minds that cannot long be fixed on one subject, but something is accomplished in the training of the vocal organs, and an improvement in the tones, that have so much to do with refined and musical speech.

The long-ago expressed desire of this Board, to furnish our Primary Schools with stationary desks, and Holbrook's slates, is slowly having its satisfaction. The delay has so often been referred to in former Reports, and has served so clearly to illustrate the propriety of intrusting the *expenditure* of money appropriated for school purposes to the Board, whose duty it is to supervise and control every other school interest, that we omit to do more than allude to it now. The disadvantage of the present arrangement, which burdens the City Council, and hampers the Committee, might have still other, and equally pertinent illustrations, and the sagacious reader of the present Report will find some of them in the facts of this year's history, the recital of which has required so great prolixity.

In concluding this Report, we congratulate our fellow citizens on the favorable condition of our public schools. We have pointed out some of the tokens of renewed interest in them, and of decided improvement during the past year; teachers and Committee have been laboring together for the goodly result, a part of which, we perceive, has been accomplished. Our schools have never been in a more commendable condition than they are at present. The system, if not perfect, is more manageable and homogeneous than it was;—decided amendments have been made in it;—and under

the influence of that wise conservatism which bids us prove all things, but always hold fast what experience has shown to be good, we still expect to make other improvements. We deprecate no change but that which hinders progress and destroys worthy attainment,—and, grateful for the Past, we hopefully await the Future.

Respectfully submitted.

THOMAS DAWES,  
JOHN B. ALLEY,  
DANIEL C. EDDY,  
GEORGE F. HASKINS,  
THEOPHILUS R. MARVIN,  
FARNHAM PLUMMER,  
J. HARVEY WOODBURY.

## LATIN SCHOOL.

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This school, which has been styled the fountain of classical instruction among us, and which reckons on its list of graduates many of our most distinguished citizens, as well as those whose eminent services in the State and nation, have given their names a permanent place in our history, may well be regarded as an object of peculiar solicitude by each succeeding committee.

It is true that all our public schools are such as to awaken in us a very lively interest, and call for and receive from every class of our citizens a most cheerful support, but it is with peculiar pride and pleasure that we can point to our public High Schools, as affording ample means for an extended course of study, and thus elevating the standard of attainments to which every pupil may aspire.

The Boston Latin School has for a long time been considered, both at home, and by many distinguished educators from abroad who have given attention to the public school system of this country, as justly entitled to be ranked among the very first of those institutions which are designed to prepare youths for college; and the Committee believe that it has at no former time maintained a higher standard of excellence, than during the year which has just now closed. The

teachers appear to have been active and faithful, and the pupils diligent and successful, and all the exercises of the school witnessed by the Committee, both at their private visitations and examinations, as well as on the public Saturdays and at the annual exhibition, have afforded great pleasure and satisfaction. Forty-three pupils applied for admission from the Grammar Schools, all of whom were received, and thirty-five have joined the school from other sources, mostly from the various private schools in the city. The number of scholars registered during the year is two hundred and fifty-nine, a somewhat larger number than ever before belonged to the school in any one year. The average attendance during the year has been about as usual. Of the graduates of this school, of this year, eighteen have entered college, seventeen at Harvard, and one at Williams College.

At the annual exhibition in July, the Franklin medals were awarded to Charles W. Hagar, Charles P. Greenough, John T. Ward, John A. Blanchard, Jr., George G. Crocker, Frank W. Wildes, and George H. Fales, four of whom were eighteen years of age, and three were sixteen. These seven were adjudged the best scholars of the graduating class. At the same time the usual Lawrence prizes were awarded to the successful competitors, a list of whom will be found in the Appendix.

There are some particulars in which this school differs from most of the higher classical schools. It is a public school, and open alike to all classes of the community. It has no power of choice, and no power to reject an applicant who can pass the very limited examination required by the rules, however unpromising may be his appearance or prospects. And there is no power to

dismiss a pupil from the school for dulness, even when time has demonstrated his inability to succeed well in classical studies. In all these respects most private schools and academies have a decided advantage.

In some respects, too, this school labors under disadvantages when compared with other public schools, and even the other High Schools of the city. The latter have indeed a course of study prescribed, and are subjected to frequent, and, it may be, severe examinations, but there is no comparison of results; nor is there any absolute and fixed standard or ordeal to which their qualifications must conform; and, save the slight distinctions made by the distribution of medals and prizes, neither the parents nor friends of the pupils are able to distinguish between those who have thoroughly mastered the studies of the school and those who have merely "been through" them.

But to this school no such favors are accorded. A very elevated standard of qualification is now required for admission to our first-class colleges. And if an applicant cannot come up to this high standard, a very competent and impartial board of examiners are sure to discover it, in which case either his complete rejection, or the inevitable "conditions" annexed to his card of admission will tell of his discomfiture. Thus pupils of every variety of ability are allowed to enter this school, but, with rare exceptions, none are expected to graduate without coming up to that high standard required for entry at the University.

It has been sometimes suggested to the Committee that the pupils in this school are required to work too hard, and to study too many hours out of school, and there can be no doubt that the course of study here

pursued does require a great deal of laborious exertion both on the part of the pupils and the teachers, and it may occasionally happen that the enthusiasm of the scholar may outrun his physical ability. Such instances, however, we believe to be rare. And if any evil results were anticipated, both the teachers of the school and the Committee would most readily co-operate with the parents and guardians of the pupils to suggest and apply the remedy. The goal to which every pupil would and must arrive can never be brought nearer. Every step which leads there must be taken, but we are not aware that any unnecessary steps are ever required. Nor do we believe in the suggestion sometimes made, that the pupils are too well fitted for college. The course of college instruction is such that the pupil who is most thoroughly prepared will at all times find enough to do. The standard is high, the pressure is hard, and experience will show that those most thoroughly drilled and disciplined before entering are most likely to overcome the difficulties and graduate with the highest honors of the college.

Two of the ushers, Edwin A. Gibbens and George W. C. Noble, have resigned their positions, their resignations taking effect at the end of the school year, and Henry A. Clapp, a graduate of Harvard College, and Albert Palmer, of Dartmouth College, have been elected in their places, and have just entered upon their duties with every prospect of usefulness and success.

The corps of teachers is now complete, consisting of the accomplished master Mr. Francis Gardner, who has for many years been connected with the school, either as assistant teacher or principal, and whose thorough scholarship and industry have done much to place and

keep the school in its present high position, together with the efficient sub-master, Mr. Edwin H. Magill, and five ushers, who are able and zealous in the discharge of their respective duties.

Respectfully submitted,

For the Committee,

GEORGE W. TUXBURY, *Chairman.*

ENGLISH HIGH SCHOOL.

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The Committee on the English High School respectfully report that the annual examination of said school, as required by the rules, was held on the 10th and 11th of July last, and was in all respects very satisfactory. On the first day special attention was given to the graduating class, the members of which, in an examination, continued through nearly six hours, and embracing all the studies of the year, exhibited a higher and more uniform measure of scholarship than is usually exhibited on such occasions. Six questions were commonly put to each individual in each of the different branches of study, and the average of correct answers to all the questions was nearly ninety-four per cent.

The condition of the school throughout the year has been exceedingly good, as regards the moral character and conduct of the pupils, their attention and progress in their studies, and the faithful labors, the harmony and mutual coöperation of the teachers.

The number of scholars on the school register at the commencement of the school year in September, 1859, was 180, and during the autumn and winter the average attendance was 175. During the year, and especially in the spring, this school is injured by the leaving of a considerable number, to enter upon some depart-

ment of active life. The number thus discharged before completing the course is always large, and this last year it has been unusually so, amounting to seventy-nine,—almost one half the school. Commonly but little more than a third of those who enter the school remain to complete the course, a circumstance to be greatly regretted, both in its influence upon the school, and upon the individuals who thus deprive themselves of advantages of education, the improvement of which would make them much better qualified for whatever department of life they may wish to enter.

The whole number of candidates examined for admission to the school at its opening on the first Monday of the present month, was 123, of whom 114 were admitted, and of them, 103 have joined the school, and 11 having certificates of admission have not yet presented themselves. Of the whole number of candidates examined, nine were from private schools, five of whom were received. Of the 114 offered from the public schools, 109 were admitted. The average age of those admitted is  $14\frac{6}{10}$  years.

The philosophical apparatus of the school, which is much used, is in general in good condition, but some additions and some repairs are needed, for which an appropriation of \$150 will be requisite, and the Committee propose to submit an order to that effect.

Respectfully submitted,

S. K. LOTHROP, *Chairman.*

September 11, 1860.

## GIRLS' HIGH AND NORMAL SCHOOL.

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The Committee of the Girls' High and Normal School respectfully report:—

That the usual quarterly examination was held in July. At no previous period has the school been found in a more flourishing condition.

Since the date of the last annual report, twenty-eight teachers for the Grammar and Primary Schools have been appointed from this school. The whole number of such appointments since the establishment of this school is one hundred and eighty-five.

At the annual examination for admission, one hundred and thirty-nine applicants were present. Of these one hundred and sixteen were admitted.

The number of pupils now belonging to the school is two hundred and ninety-five. The number in the same month of 1858 was one hundred and ninety, and of 1859, two hundred and sixty-seven.

This large increase in the number of pupils renders it the duty of your Committee to make application for a new school-house for the use of the school. The many inconveniences of the old building have been referred to in former reports, but it has not been thought advisable to ask for a new building until the propriety of such a request should be beyond question. It has now become evident that the school-house

in Mason Street is quite inadequate for the proper accommodation of the large number of pupils who desire to take advantage of the opportunities for a higher education which are offered by this school.

Your Committee therefore respectfully recommend the adoption of the order appended to this Report.

For the Committee.

LE BARON RUSSELL, *Chairman.*

*September, 1860.*

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*In School Committee, Sept. 11, 1860.*

ORDERED : That immediate application be made to the City Council for the erection of a new school-house for the accommodation of the Girls' High and Normal School.

R E P O R T S

OF THE

Superintendent of Public Schools,

FOR THE YEAR 1860



## ELEVENTH QUARTERLY REPORT.

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*To the School Committee.*

GENTLEMEN : —

During the last quarter I have made upwards of three hundred visits to the schools of different grades under your charge. Of these visits, two hundred and sixty-seven have been devoted to the Primary Schools. Each one of the two hundred and twenty-five schools of this grade has been visited once at least since the summer vacation. From this statement you will readily perceive that much of my time has been occupied in the school-rooms. I can say truly, that I have never before, in the period of one quarter, seen in our schools so much to commend, and so little to find fault with. This remark is intended to apply more especially to the Primary Schools, as I have seen much more of them than of the schools of higher grade.

I entered the schools at all hours of school time, and without any previous notice, and yet I saw only one or two cases of discipline. The teachers were generally found earnestly engaged in their work, and

it was highly gratifying to find, almost everywhere among them, a desire to become acquainted with the best methods of instruction and discipline. Many are interested in reading books and periodicals relating to the business of teaching. In one district, at least, every Primary teacher is a subscriber to the "Massachusetts Teacher," a publication which ought to be read by all the teachers, not only in the city, but throughout the State.

On the 3d of November, the fourth General Meeting of the Teachers of the Primary Schools was held at the Hall of the Winthrop Schoolhouse. Most of the session of two hours was occupied in describing the excellences and defects which I witnessed in my visits, and in illustrating approved methods of teaching and managing Primary Schools. While praising where praise was due, I did not forbear to present the dark side of the picture also, and to describe with minuteness, what I saw, and heard, and said in the most objectionable school which I found, without, of course, giving any clue to the location of the school, or to the name of the teacher.

I regret that a larger number of the members of this Board have not been able to witness for themselves the mode of proceeding in these meetings. But an intelligent person will see at a glance, that if the teachers come with minds favorably disposed, the benefit they will receive will be proportioned to the wisdom and propriety of the suggestions presented.

By invitation of the masters, a similar meeting of the teachers of the Grammar Schools was held at the same place, on the afternoon of Wednesday, the 26th of October. It is understood to be the wish of the

masters, that meetings of the Grammar School teachers should hereafter be held regularly, twice at least in each year. There is some difference of opinion among them, as to whether they should be held out of the school time, that is, on Wednesday or Saturday afternoon, or whether the schools should be dismissed for the purpose. I am inclined to favor the latter plan, not because we have not holidays enough, but because, if the city's time is taken, we can claim the attendance of all the teachers. If, on the other hand, the attendance is entirely voluntary, as it must be when the meetings are held out of school time, those teachers will be most likely to absent themselves, who most need the influence of such meetings. I am quite content, however, to leave the matter to the decision of your judgment.

To facilitate instruction in the Primary Schools, especially in the alphabet classes, where even skilful teachers find their ingenuity tasked to the utmost to devise ways and means of keeping the children profitably employed, I have prepared a set of tablets or charts, adapted to our system of instruction. These tablets contemplate the introduction of no new subject of instruction, but are designed to aid in pursuing the course of education prescribed by our rules.

The set consists of twenty tablets, mounted on ten large cards; each card containing two tablets, and complete in itself. The subjects illustrated are the alphabet, penmanship, drawing, punctuation, numerals, sounds of letters and syllables, and words and sentences for reading.

They have been prepared expressly and solely with the view to benefit and improve our schools. Yet I

do not feel at liberty to introduce them without the authority of this Board. That is a question which I submit to your judgment. The expense will be comparatively trifling, and I wish to state explicitly at the outset, that no part of the price paid for them, should you see fit to adopt them, is in any event to come into my hands.

It affords me no small degree of satisfaction to be able to state, that your efforts to supply the Primary Schools with suitable furniture, after many delays, disappointments, and defeats, have at length resulted in some degree of success. The sum of \$5,000 which was appropriated for this object by the City Council, has been judiciously expended by the Committee on Public Buildings. Since the commencement of the summer vacation, *forty-five* schools have been furnished with the improved desk, chair, and slate. The distribution among the several districts was not in all cases in accordance with my advice, but it was, perhaps, as fair as could reasonably be expected. At different times previous to this special appropriation for the purpose, about fifty schools had been provided with desks and chairs, though not with the slates. I respectfully recommend that another appropriation of \$5,000 be requested to carry forward this desirable reform.

Among the obvious advantages of the desk over the arm-chair, the most important, perhaps, is the facility it affords for the use and safe-keeping of the slate, which, in connection with the blackboard, is by far the most important article of apparatus ever invented for the use of Primary Schools. Though the use of the slate has for some years been required by our rules, its vast capabilities as an instrument of ele-

mentary teaching are as yet but imperfectly appreciated by many of our teachers. By the aid of the slate and blackboard, the truly skilful teacher can easily make the instruction in reading, spelling, writing, and numbers, a hundred per cent. better than it would be possible for her to make it without these implements.

I deem it my duty to call your attention to section seven of Chapter X. of the Rules and Regulations, which requires that "no out-of-school lessons shall be assigned to girls, and that the lessons to be studied in school shall not be so long as to require a scholar of ordinary capacity to study out of school in order to learn them." I regard this as an eminently wise regulation, and I therefore think it highly important that it should be strictly obeyed in letter and spirit. But every one who is acquainted with the management of our schools, knows that, at present, this regulation is not generally observed. It is clear that the regulation should be abolished or obeyed; I take it for granted that it will not be abolished. Public sentiment and reason demand that it should be retained.

But the question is often asked, why this regulation is not observed. It cannot be because the masters would willingly overwork their pupils. The case is this. Owing to various causes, when girls reach the first class, in most cases, so much remains to be done to complete the prescribed course of study, and to meet the requirements of the Committee at the medal examination, and for admission to the Normal School, that the masters feel obliged to impose somewhat heavy tasks to save themselves from criticism at this Board, and from the implied censure of a reduced vote at the annual election. I do not mean to say that

even under this pressure any master intends directly to violate this regulation, but that they feel compelled, by the circumstances in which they are placed, to require a large amount of study. In many cases, no doubt, they think that lessons are wholly learned in school, which have been studied to a considerable extent out of school, by pupils who are not very willing to confess it.

Now I can see but one remedy for this evil. And it is this. If it is the wish and determination of this Board that out-of-school study on the part of girls shall be discontinued altogether, they must not require attainments at the end of the year, which make such study unavoidable. If at examinations pupils were commended for good health as well as for brilliant recitations, the tide would turn. In accordance with this view, it seems to me proper that at each quarterly examination, both teachers and pupils should be questioned as to their practice in relation to this matter, and that the general result should be presented in the quarterly report. At the same time, teachers of all grades, especially those of the lower grades, should be encouraged to adopt those methods of teaching which produce fruit. I wish to see pupils work with a good degree of earnestness while in school, but I am pained when I see them making acres of figures and performing other species of mechanical drudgery which add nothing to useful scholarship.

I feel confident that the teachers will cordially coöperate with the Board in any practical plan for remedying this evil.

In conclusion, I beg leave, at the close of this municipal year, to embrace this opportunity to tender to the

members of this Board my sincere thanks for the encouragement I have received in my humble efforts to benefit our system of public schools, of which we are all so justly proud.

Respectfully submitted, by

JOHN D. PHILBRICK,

*Superintendent of Public Schools.*

*December 13, 1859.*

## TWELFTH QUARTERLY REPORT.

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*To the School Committee.*

GENTLEMEN:—

In the first Report which I had the honor to submit to this Board, near three years ago, the outline of a plan of operations respecting our Primary Schools was presented for your consideration. The plan was comprehensive, though it had little claim either to originality or novelty, some of its elements having already been proposed and ably advocated by my respected predecessor. It was referred to a Special Committee, which in due time reported in favor of its adoption, and it was approved by the Board, with little or no opposition. The plan itself, as well as the steps which have been taken from time to time to carry it into effect, are matters of record, and full details in regard to them have been presented to the Board, most of which are to be found in printed documents now in your hands. I will not, therefore, tax your patience by reciting particulars which are already in your possession. In regard to *one* part of the plan, however, I desire with your permission to report progress, and

offer a few remarks, I refer to what is called the *classification or grading* of the schools.

Three years ago, the classified or graded system was in operation in but few schools, and in these it had been introduced merely as an experiment. It is now, however, the prevailing system, the schools to which it has not been applied constituting only a small minority. Of the 233 schools in all, there remain only about thirty to which it could be applied with advantage. This great change has been effected gradually and cautiously, without haste or precipitancy, as all important changes in such institutions should be made, if made at all.

As to the utility of this modification of the organization of our Primary Schools, I entertain no doubt. It is too early, however, to look for the full perfection of its fruit. But as it has been substantially adopted, it seems to be quite unnecessary at this time to argue its merits. It is much more important to consider how to make the most of its advantages, and how to avoid the evils to which it is liable.

The ideal of this classified system, or at least the outline of it, may be presented in a few words. We have a building of six school-rooms. In each room there is one class, and only one, of fifty or sixty pupils. At the end of each half-year, the whole of the highest or first class, is sent to the Grammar School, and each of the five classes below is promoted one grade, leaving the sixth-class or alphabet room vacant or nearly so, for the reception of the new recruits. By the operation of this system, children received into the lowest class at the age of five years are transferred, at the age of eight, to the Grammar School, having been

instructed by each teacher in the series, for the period of six months. This I take to be the standard and model of our Primary Schools, in respect to classification. But while this is the acknowledged pattern, it would not seem to be wise to attempt to make all parts of the system conform to it with Procrustean exactness. For example, if many pupils are admitted before the age of five years, it will be found necessary to have more classes of the alphabet or sixth grade, than of any one of the higher grades. Nor is it essential that each Primary School building should have precisely six rooms. A building with three rooms affords facilities for a good classification, though less perfect than that of the standard above described. In this case, instead of one class in a room under one teacher, there would be two classes in each room.

In regard to promotions, the rule should be to promote all the members of each class at the expiration of each half-year. To this rule, however, there must be exceptions. But in all cases where a pupil is not promoted with his class, satisfactory explanations should be made by the teachers to the Committee. On the other hand, in those sections of the city where there are no intermediate schools for the pupils who are beyond the Primary School age and yet are not qualified for admission to the Grammar School, these pupils, of more mature age than the mass of primary pupils, should frequently be advanced more rapidly than they would be in the regular course of promotions.

In teaching a graded Primary school, where all the pupils are nearly equal as to proficiency, the recitations should be frequent but short, especially in

the lowest classes; for the capital advantage of the system is that it makes it possible to engage the attention of a large number at the same time, so that when one pupil is drilled in the spelling, or pronunciation, or meaning of a word, all the pupils may have the benefit of the drill at the same time. There have been some cases of partial failure on the part of some teachers in the graded schools, in consequence of neglecting to apply this principle. In one school, I recollect to have seen the teacher take up each pupil separately, to spell his two or three words, instead of requiring the attention of all, while each word was spelled. In a school so managed, all the evils of both the graded and ungraded systems were experienced, without the advantages of either. Some teachers falling into the opposite error, imagine that the whole class must answer the questions simultaneously, in order to be equally benefited by the exercise.

But the skilful teacher combines the individual, the collective, and the simultaneous methods, always insisting upon the undivided attention of every member of the class during the whole recitation. But she does not expect young children to give attention for many minutes in succession, to any school exercise, and consequently she changes the object of attention from recitation to study, and from study to singing or amusement, or physical exercise, many times each half-day. Here she finds abundant and most beneficial use for the slate, blackboard, and tablets.

With your sanction, I shall now make it a special object in my visits to Primary Schools, and in conducting the meeting of the teachers, to endeavor to diffuse information as to right methods of teaching and managing schools on the graded plan.

I have touched upon these leading points, to indicate the direction of my efforts in this matter, so that, as far as your judgment approves of the course, I may receive your support and coöperation.

The fifth General Meeting of the Primary Teachers was held at the Winthrop Schoolhouse, on the 9th of the present month; all the Primary Teachers were present except ten; of the absentees, five sent satisfactory excuses. The session was chiefly occupied in explaining the use of the Tablets which have been introduced. The encouraging presence and remarks of several members of the Board added much to the interest of the meeting.

Respectfully submitted by

JOHN D. PHILBRICK,

*Supt. of Public Schools.*

*March, 1860.*

## FIRST SEMI-ANNUAL REPORT.

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*To the School Committee.*

GENTLEMEN:—

In accordance with the change in your Rules, adopted in March, requiring of the Superintendent semi-annual reports in print, instead of quarterly reports in writing, I beg leave to present the following Report.

Since my last quarterly Report was submitted, one general meeting and seven district meetings of the Primary School teachers have been held. At these meetings, I have endeavored to state, in a familiar manner, some of the excellences and defects observed in the schools, and to present practical illustrations of methods of instruction and discipline. The teachers have manifested a high degree of interest in them, and in my estimation they are the most important means for the benefit of the schools that it has been my privilege to employ.

My visits to the schools, during the period covered by this Report, have numbered upwards of two hundred. These visits, made on all days of the week, at all hours of the sessions, without previous notice, and without regard to geographical order, have afforded ample opportunity to acquire a knowledge of the condition

and management of the schools. The result of this inspection, thus conducted during the past six months, was more satisfactory than that of any previous period. I am happy to be able to bear my testimony to the general fidelity and devotedness of the teachers. The delinquencies were not numerous; they were the rare exceptions. It may be proper to remind the Board that it is not my practice to visit the schools solely or mainly for the purpose of inspection. It has been a leading object with me to aid and encourage the teachers by advice and suggestions, and by conducting exercises in teaching and training the pupils.

Within the past year, a large amount of labor has been performed by Committees of this Board, and of the City Council, in planning and carrying forward improvements in our school accommodations, and a very considerable portion of my own time and attention has been devoted to this important branch of my duties. Since January, the new Grammar Schoolhouse on Northampton Street has been completed; an estate has been purchased for the purpose of enlarging the Brimmer School yard; after patient and protracted investigation and several unsuccessful efforts on the part of the Committee on Public Instruction, lots have at length been secured for the Phillips Grammar School, and for the New School to relieve the Boylston and Winthrop, and the buildings to be placed on them are soon to be put under contract; three lots for Primary Schoolhouses, located on Suffolk Street, Poplar Street, and High Street Place, have been purchased, and buildings on them are in process of erection, of capacity to accommodate, in the aggregate, 1,120 pupils; the Old Dwight Grammar Schoolhouse is now in the hands of

mechanics, and will soon be converted into a first-class Primary Schoolhouse, with excellent accommodations for twelve schools; and, finally, another instalment of upwards of 2,000 chairs and desks for the Primary Schools is about to be furnished, which will be nearly sufficient for all the Primary Schools which have not already been supplied with the improved furniture. The Committees having the matter in charge have taken great pains in preparing the plans of the new Primary Schoolhouses, to adapt them to the wants of our present system of organization and management.

In intellectual and moral training, our schools have been steadily advancing, and in respect to mental education, they are doubtless better at this time than they have been at any previous period in their history. The apparatus and accommodations are better, the methods of teaching and governing are better, the teachers are more competent, and the administration of the committee is more systematic and efficient. It is scarcely possible to say too much in praise of our system of popular education. It may justly challenge the admiration of the civilized world. Still, I feel it my duty to say, though with much reluctance, that it is far from being perfect. It has one great and radical defect; a defect which demands the most serious and earnest attention of those to whose hands its control has been intrusted. This defect is

*The Want of Physical Training.*

So deep is my conviction of the necessity of attempting to remedy this defect, that I cannot omit to speak of it without doing violence to my sense of duty. And

indeed, present circumstances seem to me so favorable for commencing this improvement, that I confess I entertain strong hopes that it will be immediately undertaken. That nothing may be wanting on my part to promote so desirable an object, I have determined to make this the main, and almost the only topic, of this communication.

I shall waste no time in arguing the importance of bodily health, strength, and beauty, as elements of individual and public prosperity and happiness. Not only every intelligent educator, but every man of common sense will assent at once, without argument, to the proposition, that a healthy, well-developed physical organization is the basis of usefulness and enjoyment. Nor do I deem it necessary to produce evidence to prove that the American people, and more especially the residents of cities, have greatly deteriorated in physical vigor. The Anglo-American race in the United States, when developed under the most favorable circumstances, is probably the model race,—the highest specimen of humanity yet known. And yet, of the persons born and educated in our cities within the last thirty or forty years, but a small proportion can be said with truth to possess a sound mind in a sound body. We have but to open our eyes to see physical imperfection and degeneracy all around us. Under the present conditions of city life at home and at school, a child stands a poor chance to enter upon the career of life having a good physical system, a body healthy, strong, well-formed, and of good size. We shall find in this prevailing physical degeneracy the reason why many of the girls who have received a good intellectual education in our schools are unsuc-

cessful in their applications for situations as teachers. This deficiency in physical capacity is the reason why many who are appointed, are unable to discharge satisfactorily their duties as teachers without soon breaking down in health. For want of the bodily development and the power of endurance which our civilization ought to secure to the mass of our young men, it is frequently observed that the city boy, with all his knowledge and mental training, is outstripped in the race of life by the boy from the country, with little book-learning, but with a body invigorated and hardened by the gymnastics of the farm and by an unstinted supply of pure mountain air.

I am not one of those who believe that all the ills that flesh is heir to, are chargeable upon the schools. In a former Report, I took occasion to express my dissent from the views of those who hold that the health of our pupils is ruined by excessive school tasks. I did not believe then, and I do not now believe, that in order to secure the bodily vigor which was enjoyed forty years ago, it is necessary to cut down the standard of scholarship to what it was at that period. I maintain the opinion that good scholarship and good health are not incompatible with each other. Protracted confinement in ill-ventilated school-rooms has been far more destructive to health than hard study.

Granting then that bodily health, strength, and beauty are desirable; granting that physical degeneracy is a great and growing evil, the practical question for us is, what ought to be done *in our schools* to arrest physical deterioration?

I am not prepared to recommend at present any material change in the existing provisions of our sys-

tem for the protection of health in schools. The regulations respecting vacations, sessions, recesses, studies, and home lessons are not the hasty product of a day. They are the fruit of wisdom and experience. They are good in the main, and should not be changed without careful deliberation. It does not seem to me that the desired result is to be attained merely by shortening the sessions, or by reducing the standard of scholarship. *The principal remedy which I would suggest is the introduction into all grades of our schools, of a thorough system of physical training, as a part of the school culture. Let a part of the school time of each day be devoted to the practice of calisthenic and gymnastic exercises, in which every pupil shall be required to participate.*

I fully agree with an able author, who has thoroughly studied this subject, that "a universal course of training of this kind, scientifically arranged and applied, in connection with obedience to other laws of health, might, in one generation, transform the inhabitants of this land from the low development now so extensive, to the beautiful model of the highest form of humanity."

As to the practicability of making these physical exercises a part of our system of public instruction, I entertain no doubt. It might make it necessary to employ for a time, or perhaps permanently, one accomplished teacher in this department of education. Such a teacher can now be secured. The exercises which I would recommend, can be practised without costly apparatus, and without a room set apart for the purpose; they contain all that either sex needs for the perfect development of the body, and are adapted to mixed schools, so that both sexes can perform them

together. And, finally, these exercises would occasion no loss of school time, for experience has demonstrated that pupils will make better progress in their studies, by taking a half an hour daily from the school session for exercise, than by devoting the whole session to study.

Hitherto we have directed our attention almost exclusively to intellectual education. The tasks of the brain have been greatly increased, without a corresponding increase of care for the preservation of health. This is the great defect of American education. It is fitting that Boston, the cradle of the great system of free popular education, should take the lead in showing to the world how this defect can be remedied. Henceforth, let both mind and body receive their due share of attention.

I have thought I should be paying a doubtful compliment to the members of the Board, by presuming to enlighten your minds on this subject by argument and illustration. A simple statement of my own convictions in regard to the subject is all that seems proper at this time to present, leaving it to your wisdom to determine what course of action shall be pursued respecting it.

Respectfully submitted by

JOHN D. PHILBRICK,

*Supt. of Public Schools.*

*Sept. 11, 1860.*



## STATISTICS OF THE SCHOOLS.

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### NUMBER AND AGES OF PUPILS ADMITTED TO THE HIGH SCHOOLS FROM THE GRAMMAR SCHOOLS.

GRAMMAR SCHOOLS.	LATIN SCHOOL.							ENG. HIGH SCHOOL.							GIRLS' H. AND N. SCHOOL.						
	Ages of Pupils.							Ages of Pupils.							Ages of Pupils.						
	10	11	12	13	14	15	16	17	12	13	14	15	16	17	12	13	14	15	16	17	1
Adams . . . . .																					
Bigelow . . . . .									1	1	4	2	1								
Bowdoin . . . . .																					
Boylston . . . . .											1	1	2								
Brimmer . . . . .	2	1	1						1	1	9	13	1								
Chapman . . . . .													4	2	1						
Dwight (B). . . . .		2	9	1					1		2	1	3	4							
Dwight (G). . . . .																					
Eliot . . . . .			1									1	5	3		1	2	1	2	1	
Franklin . . . . .																					
Hancock . . . . .																1	4	6	2		
Lawrence . . . . .											1	3		1				3	4	1	4
Lincoln . . . . .		1		1							2	4						2	3	3	
Lyman . . . . .													1	1				2	3	3	1
Mayhew . . . . .	1			2					1		1	4	1	1							
Phillips . . . . .	1	1	2									6	3	2							
Quincy . . . . .	1	1							1	2	2	3	1								
Wells . . . . .																1	1	6	1		
Winthrop . . . . .																1	2	10	2	4	2

## GRAMMAR SCHOOLS.

Names of Grammar Schools.	Largest number present at one time.	Length of average attendance for one month.	Month of largest average attendance.	No. of Masters.	No. of Subs.- Masters.	No. of Teachers.	No. of Assistants	No. of Music Teachers.	No. of Sewing Teachers.	Whole No. of Teachers.	Amt of Salaries paid Teachers during the school year ending Aug. 31, 1860.	Total cost of Tu- ition per scholar.	
Adams.....	535	518	March.	1	1	0	3	6	1	0	12	\$7,458.31	\$15.13
Bigelow.....	697	678	March.	1	1	0	3	9	1	1	16	8,091.47	12.09
Bowdoin.....	563	540	March.	1	0	0	3	7	1	0	12	7,622.79	14.19
Boylston.....	942	912	Sept'r.	1	1	1	1	13	1	1	19	9,637.29	10.24
Brimner.....	632	603	March.	1	1	1	1	9	1	0	14	8,138.74	14.15
Chapman.....	657	654	March.	1	1	0	3	8	1	0	14	7,864.42	12.55
Dwight (Boys).....	648	635	March.	1	1	1	1	9	1	0	14	8,298.86	13.23
Dwight (Girls).....	528	480	March.	1	0	0	1	9	1	1	13	6,192.13	12.66
Eliot.....	775	744	March.	1	1	1	1	11	1	0	16	9,389.92	13.26
Franklin.....	596	565	March.	1	0	0	3	8	1	1	14	6,622.56	11.85
Hancock.....	790	705	March.	1	1	0	1	11	1	1	16	8,515.97	11.84
Lawrence.....	821	804	March.	1	1	0	3	10	1	1	17	9,229.58	12.14
Lincoln.....	483	461	March.	1	1	0	3	5	1	1	12	6,900.98	14.94
Lyman.....	398	382	March.	1	1	0	3	4	1	0	10	6,975.00	16.45
Mayhew.....	379	357	March.	1	1	1	1	6	1	0	11	7,627.50	20.81
Phillips.....	592	575	March.	1	1	1	1	8	1	0	13	8,153.11	14.85
Quincy.....	823	757	March.	1	1	2	1	10	1	0	16	10,564.14	14.67
Wells.....	493	468	March.	1	1	0	1	7	1	1	12	7,386.07	14.95
Winthrop.....	969	925	March.	1	0	0	5	14	1	1	22	9,613.33	10.29

GRAMMAR SCHOOLS.

STATISTICS OF THE SCHOOLS. 63

\* Estimated.

## PRIMARY SCHOOLS.

Names of Districts.	Boys.	Girls.	Total.	Av'ge Attendance.	Under 6.		Between 5 and 7.		Over 7.	No. of Schools.
					Under 6.	Between 5 and 7.	Over 7.			
Adams.....	262	188	450	282	45	129	276	9		
Bigelow.....	323	319	647	512	40	296	311	11		
Bowdoin.....	239	236	475	398	58	215	202	9		
Boylston.....	728	631	1,359	1,177	198	588	573	22		
Brimmer.....	327	309	636	508	52	250	384	11		
Chapman.....	424	345	769	652	82	321	366	15		
Dwight.....	426	353	779	638	41	317	421	13		
Eliot.....	423	412	835	712	101	365	369	16		
Franklin.....	431	448	879	720	69	368	442	14		
Hancock.....	391	422	813	705	79	374	360	17		
Lawrence.....	539	471	1,010	853	70	446	494	16		
Lincoln.....	274	224	498	405	64	201	233	8		
Lynn.....	286	178	464	415	45	206	213	8		
Mayhew.....	280	270	550	440	51	223	276	10		
Phillips.....	242	235	477	384	47	181	249	10		
Quincy.....	542	507	1,049	879	110	393	546	20		
Wells.....	270	291	561	478	62	237	262	10		
Winthrop.....	382	385	767	633	51	306	410	14		
Totals .....	6,794	6,224	13,018	10,891	1,265	5,416	6,337	233		

## EXPENSES OF ALL THE PUBLIC SCHOOLS FOR THE LAST NINETEEN YEARS, EXCLUSIVE OF BUILDINGS.

Financial Year.	Number of Scholars.	Salaries of Teachers.	Rate per Scholar.	Incidental Expenses.	Rate per Scholar.	Total rate per Scholar.
1841-2.....	12,401	\$97,193.67	\$7.84	\$23,194.81	\$1.89	\$9.73
1842-3.....	18,178	101,099.47	7.67	27,637.36	2.10	9.77
1843-4.....	15,073	109,216.82	7.25	26,454.80	1.76	9.01
1844-5.....	16,108	118,444.95	7.35	32,102.12	1.99	9.34
1845-6.....	16,910	129,946.75	7.63	35,311.15	2.09	9.72
1846-7.....	17,516	149,351.03	8.53	43,015.32	2.46	10.99
1847-8.....	18,896	161,678.12	8.54	57,408.30	3.04	11.58
1848-9.....	19,771	172,107.83	8.70	60,929.65	3.08	11.78
1849-0.....	20,589	177,731.54	8.63	57,999.87	2.82	11.45
1850-1.....	21,643	184,253.68	8.51	61,035.21	2.82	11.33
1851-2.....	21,351	190,708.91	8.69	45,518.15	2.07	10.76
1852-3.....	22,337	193,039.51	8.64	58,081.28	2.69	11.24
1853-4.....	22,528	192,704.32	8.55	54,912.58	2.44	10.99
1854-5.....	23,529	223,024.61	9.48	67,977.34	2.89	12.37
1855-6.....	23,778	224,024.88	9.42	67,849.97	2.85	12.27
1856-7.....	24,288	238,444.13	9.82	70,150.88	2.89	12.71
1857-8.....	24,994	258,908.76	10.36	87,489.23	3.50	13.86
1858-9.....	25,491	271,236.88	10.64	50,212.42	1.97	12.61
1859-60.....	25,328	277,683.46	10.96	95,982.15	3.79	14.75

DEDICATION  
OF  
NEW GRAMMAR SCHOOL HOUSES.



## ELIOT SCHOOL HOUSE.

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THE new building which has been erected for the accommodation of the Eliot School, occupies the old site on North Bennet Street. This edifice is similar in plan and size to those Grammar School Houses which have been described in preceding Reports. It contains fourteen school-rooms and a hall. The hall is seated with settees. Each school-room is furnished with fifty-seven single desks and chairs. The furniture was manufactured by Mr. W. G. Shattuck, of this city.

The dedication took place December 22, 1860.

As this is one of the ancient historical schools of the city, having been founded in 1713, much interest was felt in regard to the dedication of the new building, especially by numerous graduates of the school, including our distinguished fellow-citizen, Mr. Everett. Probably nearly every class which has graduated from this school within the last sixty years, was represented on this occasion. The hall was crowded at an early hour. It is a remarkable fact that the three of the six scholars of this school who received the original Franklin Medal, dated 1792, were present, and in excellent health and spirits. These were John Lewis, Robert Lash, and Isaac Harris. Mr. Everett,

who was present, received a medal in 1804. Mayor Lincoln and a large representation of the City Council and School Committee were in attendance.

After the chanting of the Lord's Prayer by the boys of the school, a selection from the Scriptures was read by Rev. William C. High, and prayer was offered by Rev. George W. Field.

The boys then sung the school song, "Our Country."

Alderman Charles Emerson, Chairman of the Committee on Public Buildings, delivered the keys of the school-house to Mayor Lincoln, with a brief and pertinent speech.

Having received the keys, the Mayor delivered them to Micah Dyer, Jr., Esq., Chairman of the Eliot District Committee, accompanying the ceremony with a few appropriate remarks. He referred to the peculiar pride of Boston in her Public Schools, and spoke of the ancient fame and glory of the old Eliot School, where so many noble Boston men had graduated, closing with an earnest charge to the Chairman and his successors to keep the building sacred to the purposes for which it was erected.

#### REMARKS OF THE CHAIRMAN.

Upon receiving the keys from the Mayor, Mr. Dyer, as Chairman of the Committee, said:—

MR. MAYOR: I rejoice with the inhabitants of North End that we have this day the realization of the many prayers and petitions which have been presented to the City Government for the erection of a school-house in this section of the city; and as we in our petitions promised, so shall we "*ever pray.*"

We congratulate you, Mr. Mayor, that you have so large a number of excellent and so numerous a family of scholars, and we congratulate the scholars, as well as yourself, in packing away so large a quantity of vital humanity, ever out-doing her of old, who had so many children she did not know what to do.

But, sir, the Eliot School has done much for the City of Boston; from it have graduated thousands of those *great warriors of every-day life*, merchants, mechanics, and tradesmen, who have enriched the city, elevated its mental character, and strengthened its moral growth; I venture to say that no school in our city has done more to advance the character, and sustain the reputation, of the city as the "Athens of America," than has this school. We have here to-day among us—God bless them!—a few noble specimens of the old and noble stock of boys, who used to be scholars here, and playmates with many who died seventy years ago, and proud and happy are we all to-day to look upon them, and read, as it were, the school-boy's life nearly a century ago. And I wonder, Mr. Mayor, if these noble men before us remember the days of their childhood, and the scenes of their school days; if they remember how happy the heart, when they were at the head, and how deep the sorrow, when at the foot. Do they remember kind-hearted Bill, funny Jim, and curly headed Ben, who lie sleeping in yonder graveyard? Must not their hearts be half joy, half sadness, as they go over the past?

As a people, Mr. Mayor, we should be proud of our public schools, and happy to know that all means are employed to educate the young, and to advance the youth of our land to those places which can only be attained by intellectual culture, and healthy morals. From the "Old Man of the Mountain," that stony-hearted sentinel of the White Hills, to the prairie flower of the West, that silent watcher in the valley, laden with the silver dewdrop, we have our little red school-houses and our noble edifices dedicated to the cause of

education; on every sleeping plain, on every rough hill-top where God's sunlight lingers, we have these prolific nurseries for a free, happy, and intelligent people. Here the boy of the hovel stands shoulder to shoulder with the inhabitant of the palace; position is nothing; brains and character, everything!

As noble hearts beat up against the baize jacket of the poor boy, as throbs beneath the broadcloth of the rich son. Our education is as free as the mountain air, generous as the song of the birds, mighty as the ocean, gentle as the rill! It has no limit,—boundless, it takes in the whole intellect of man, and keeps step with its every effort. By it we have the benefits of cultivated society, free schools, and free speech. In other lands, where they have not the benefits of free schools and general education, there are millions who come into the world in the lap of destitution, are rocked in the cradle of want, brought up in the *out-of-door school* of vice and villany, and imbibe those pernicious ideas which drench the hand of childhood with crime, and destroy or paralyze every pulsation of good; and without any laudable object in view, living on, not one ray of hope to penetrate the unborn future, not one star of happiness to light up the present, their mental nature seemingly chilled to death by ignorance; while here, the great sun of education lights up to all the pathway of life, and leads the youth of our land to honor and fame.

And now, Mr. Mayor, let me say in behalf of the gentlemen connected with me as Committee-men in this district, that if nobleness of purpose, energy of action, and a care for parent, scholar, and teacher, ever produced beneficial results, this school will reap a harvest of mental and moral worth, and through them our noble city will be exalted.

And to you, Mr. Mason, as Master of the school, I deliver these keys; and, in doing so, let me say that the Committee bear towards you the kindest feelings of respect and esteem; we have no fault to find with you thus far, as a teacher; may no other Committee do otherwise. It has pleased a kind

Providence to afflict you severely, during a portion of the time we have been connected together, but we rejoice that with your recovery, you brought back that energy, perseverance, intelligence, and kindness, which have ever marked your course as a Master in this school, and to no better hands could we intrust these keys.

Bear in mind, sir, that discipline is the main artery of the Public Schools; see to it that all the sentiments which feed the satisfaction of radicalism, which puts the wavering blade of sectionalism to the heart of National Union, are crushed. Let a love of the Union, of the Constitution, mingle with the mental efforts of the pupils, so that they may grow up intelligent and patriotic; for in the Public Schools, in boyhood, are the delicate tendrils which cling around the heart, and fasten it to our country, made to grow strong, or made to grow weak.

We bid you God-speed, hoping and believing that you will so conduct this school as to meet the approbation of all. So live, that when death strikes the harp of life, its last silver cord is broken, and your soul embarks for the other world, may it be said of you, He was a faithful teacher and an honest man.

#### REMARKS OF S. W. MASON, ESQ., THE MASTER.

MR. CHAIRMAN: In receiving these keys at your hands, sir, I trust we are not insensible to the new duties and responsibilities which the possession of them imposes. The teachers and pupils of the Eliot School watched with increasing interest the demolition of the old building, and the erection of this noble structure, which we to-day heartily join with you in consecrating to the noble purposes for which it has been erected. We hail this occasion as an earnest of better things to come for this school. Though we labored under many and great disadvantages in the old house, and earnestly and sincerely

desired better accommodations, and greater facilities for successfully imparting and receiving instruction; yet when the summons came, and the order was given that we must leave the rooms where we had so often met and received mutual benefit, we found so many associations and attachments clustering around the scenes of the past, that we turned away from the old house with feelings of sadness, and almost wished for no change, feeling that perhaps the remedy might be worse than the disease. We have been encouraged to labor, the past season, as best as we could, by seeing these walls rise day by day, anxiously anticipating the "good time coming," when we should be gathered as a school, in one building, pursuing our studies under more favorable auspices than ever before, and to-day our anticipations and wishes are realized. But with all these facilities, with a house so perfect in all its appointments, we would not forget or be insensible to our position and responsibilities as teachers; neither are we disposed to consider that our labors are to be lessened, because we have better means for labor. No, sir; with all these better accommodations, come new and multiplied duties. Where much is given, much will be required. The labor performed, and the results obtained, should be commensurate with the facilities afforded. Though the better the house, the better may be the school, we would not look upon this house as the end, but the means of improvement. We would consider the facilities which we may now possess, only as aids to assist us in securing higher and better results, to make our labors in the arduous work of training those committed to our care, in the paths of knowledge, virtue, and piety, more satisfactory. We would not forget, sir, that upon the teachers rests the responsibility whether the Eliot School shall be worthy of its origin, and the memory of him whose honored name it bears, and accomplish the grand design of those noble men who nearly a century and a half ago appropriated the very site on which this building now stands to the interest of common schools, and laid deep and strong

the foundations of our noble institutions. The instructions of the school-room, and the obligations of the teacher, if properly realized, are not inferior in responsibility and value to those of any other calling and department in life. It is in a great measure in the school-room that the physical nature is to be developed in strength and beauty, and fitted for the stern labors of active, useful life. Here the moral nature is to receive its controlling influence and distinguishing characteristics. Here the intellect is to be aroused into activity, unfolded, matured, and prepared for the duties of the *Citizen*, the *Statesman*, the *Christian*, the *Man*. Here those sentiments should be inspired, those principles inculcated, those emotions called into exercise, and if possible only those, which shall lead to lives of noble deeds, of virtuous and Christian action. The value of a teacher's life and its responsibilities cannot be over-estimated, for to him is committed the training of the immortal mind, with relations infinite, and interests eternal; he is to mould and perfect it, and in no small degree prepare it for its high destiny, for usefulness, for happiness, for *God*. If every influence exerted goes to form the character, and fix its destiny,—if every impression made is eternal in its consequences, reaching beyond the narrow limits of the present into the illimitable future, affecting the character and the happiness of man, then how great the responsibility of those who are called to guide and instruct the young. Our labors are as arduous as our responsibilities are great. Theoretically the life of a teacher is one of comfort and ease, and is so considered by many. How often we hear it said, "What an easy time a teacher must have, spending only six hours a day merely in *hearing recitations*, having none of the harassing perplexities of the men of business. The work of *teaching* is not only theoretically but practically easy and pleasant; but *teaching* is not all of a teacher's life. The work of discipline is the faithful, conscientious teacher's most trying task. In this is involved the question of right and wrong, a knowledge of the moral char-

acter of each pupil, and an understanding of his previous moral training. Here theory and practice cannot go "hand in hand." The certain law of mental development does not here obtain. No fixed laws of discipline can be laid down, with unerring certainty.

The course of discipline which is suited to one, fails entirely with another. The sun which melts the wax, hardens the clay. What is one man's poison, is another man's cure. The fire which cheers the dwelling of one, destroys that of another. The wind which hastens one vessel into a safe shelter and hospitable harbor, drives another upon the ragged rocks and boiling breakers. There is no panacea for moral irregularities. One child needs all gentleness, another but little. In all our schools we find all grades of character, from the most impressible to the most unrelenting. We find the lively and the lonely, the gay and the sad, the cheerful and the sullen, the brave and the timid, the ingenuous and the deceitful. All kinds of dispositions and all kinds of influence, at home and abroad, have to meet and mingle in the school-room. To know just how each and all should be treated, is a task of no small moment and magnitude. Too much care, then, cannot be exercised to render the school influential for good, in selecting such studies, adopting such exercises and discipline, as shall instruct the intellect aright, enlarge the understanding, strengthen the judgment, control the will, refine the taste, and fit the pupil to act well his part in life. And while we realize these responsibilities, and are led to ask, "Who is sufficient for these things?" we would seek our strength from Him "who giveth to all liberally and upbraideth not."

I speak for *all* the teachers of this school, when I say we pledge our best efforts to make this school in the future, worthy of its history in the past, worthy to occupy this noble edifice erected for its use; and we ask the co-operation, not only of the Committee, who have always watched over all our interests with patient care and friendly solicitude, but

we ask the co-operation of parents and citizens. I know that many, even at this late day, are not sufficiently interested in our *public* schools, because vicious children are found there; and fearing to have their children associate with such, either keep them at home, or send them to private schools. Now I ask, can temptation always be avoided, or the highest mental development obtained without that discipline which results from temptation?

Childhood soon passes, manhood comes, bringing with it trials and temptations, cares and sorrows. Now who is best fitted to bear the test and escape unharmed, he who has been reared in seclusion, ignorant of the vices and follies of his fellows, or he who has associated with them from childhood, and learned something of human nature? The school is the miniature world, and those who expect to prepare their children for life's great struggles, to fit them for duty and usefulness, by keeping them in ignorance of existing evils, have no reason to laugh at the philosophy of the old lady who advised her son "not to go near the water till he had learned to swim." We would have this building dedicated to the cause of sound learning, and all the instructions herein given be such, and only such, as legitimately belong to those great principles of education so nobly founded by our fathers. For this and this only have these walls been reared.

Let it be graven on all these door-posts, "Positively no admittance except on business;" and who that loves his country and her noble institutions, but has some interest *in* and business *with* the education of the rising generation? Hence I say that the teachers of this school will *always gladly* welcome parents and friends to witness the labors of the school-room, and confer with them upon the best interests of those committed to their care.

At the close of the Master's remarks the boys sung the following ode, written for the occasion by William T. Adams, Esq., Master of the Boylston School.

## DEDICATORY ODE.

Great God, to thee we bend,  
To thee our thanks ascend ;  
    May thy rich grace  
Abound in every heart,  
And peace and love impart  
Where Wisdom, shrined by Art,  
    Shall seek thy face.

Our Fathers planted here,  
In godly love and fear,  
    A lowly fane,  
In Learning's cherished name,  
To fan the kindling flame,  
From which our birthright came,—  
    Sweet Freedom's reign.

Here patriot heroes learned  
Great, living truths, that turned  
    A nation's fate ;  
Here orator and sage,  
The glory of their age,  
Drank wisdom's glowing page,  
    To bless the State.

On thee, O God, we wait,  
To thee we consecrate  
    This temple fair !  
Dwell thou within its walls ;  
And when to earth it falls,  
The faith that lights its halls  
    Forever spare !

## REMARKS OF HON. EDWARD EVERETT.

Mr. Everett having been introduced by the Chairman as a noble specimen of the Eliot School boys, delivered an eloquent speech of considerable length,

the substance of which, as prepared for the press by himself, was as follows : —

MR. MAYOR: I have cheerfully accepted your invitation to attend the dedication of this noble school-house, and I suppose there are few persons present who have so much reason as I to take an interest in the occasion; or at any rate, that there are few persons present who can take the same interest in it. There can, I take it, be but few persons in the assembly, who were pupils of the school under *Master* Little, and *Master* Tileston. I ought, perhaps, to beg pardon of "Young America" for giving that old-fashioned title to a teacher. At that time the school was kept, if I recollect right, in a wooden building of two stories in height, and of moderate dimensions; — the reading-school in one story, and the writing-school in the other; — pupils of both sexes attending from April to October, and boys only in the winter. The instruction was rather meagre; in fact there could hardly be said to be any instruction, in the proper sense of the word, the business of the school being limited in the reading-school, if I mistake not, to the use of Webster's Spelling-Book, the American Preceptor, an Abridgment of Murray's English Grammar, and some very superficial compend — Goldsmith's, I believe — of Geography. To write a page in a copy-book, and to do a few sums, as it was called, in the elementary rules of arithmetic, was half a day's work in the writing-school. To encourage their pupils, the teachers of those days did not confine themselves to moral suasion so much as now; the ratan and ferule played a pretty active part in illustrating the importance of good behavior, and studious application to the business of the school.

In speaking, however, of the narrow range of the studies in our grammar schools, at that time, I would not be thought to disparage the elemental branches of education. I mean only that in consequence of the imperfect methods, and the low standard of instruction in our schools at that day, four or

five years were devoted to the acquisition of an amount of learning, which, with improved methods and teachers of a higher order, could have been acquired in two. These elemental branches themselves, reading, writing, and arithmetic, I consider all important;—worthy even of greater attention and more thoughtful cultivation than they receive even at present, and capable of being carried to a considerably higher degree of excellence. There is really nothing which we learn in after life, which, philosophically considered, is more important, more wonderful, I will say, than reading. I mean, sir, that there is no single branch of knowledge,—nay, not all the branches united,—which are taught at academies and colleges, more important, more wonderful, than this astonishing operation, by which we cast our eyes over a page of white paper, charged with certain written or printed black marks, and straightway become acquainted with what was done and said on the other side of the Atlantic a month ago; nay, what was done and said in Rome, in Greece, in Palestine, two, three thousand years ago! And yet this is what we do when we learn to read.

Then, sir, besides the mere ability to read, which we all acquire at school, there is the faculty of reading with expression, grace, power,—in a word, with effect, a talent which constitutes a most admirable resource for the entertainment and instruction of the fireside, and renders all public occasions and exercises that consist in whole or in part of reading, vastly more agreeable and impressive. To the art of reading, in this acceptation, more attention ought, in my opinion, to be paid in our grammar schools. It is of far greater importance to the majority of those educated in our schools, than the art of speaking. The very able report of the School Committee for 1858 contains the strong remark, that “No civilized nation, at the present day, is so deficient in agreeable and finished speech as our own;” and I know no better way in which this defect is to be remedied than by skilful training, and unremitting practice in reading in our grammar schools.

Nor are the other elemental branches of education, writing and arithmetic, less important than reading. Here I must do an act of justice to our aged instructor in writing, Master Tileston, who, if he did not do much else for us, certainly laid the foundation for that beautiful old-fashioned handwriting, without flourishes, and sometimes almost equal to copperplate, which I think you do not so often see now-a-days. Perhaps I am mistaken, sir; I intend no disparagement of the schools of the present day, teachers or pupils; but as far as I can form an opinion from the facts that fall within my own observation, a good many of our young people have got it into their heads that it is a mark of genius to write an illegible hand. For myself, sir, I shall ever feel grateful to the memory of Master Tileston for having deprived me in early life of all claim to distinction, which rests upon writing a hand which nobody can read.

As for the importance of arithmetic,—the science of numbers,—I will only say that while in its higher developments and functions it enables man, with his limited powers, to sound the mysterious depths of space and time, in its rudimentary stages and simpler applications, it is the mainspring of the business of life. A man wants a little arithmetic to go to market for his dinner; and with the help of a little more, promptly and accurately applied, business to the amount of millions is daily transacted in State Street.

With these views of the elementary branches of education, you will not think that I intended any disparagement of the schools of my younger days, when I said that they taught nothing but a little reading, writing, and arithmetic.

Since those days, sir, the system of Boston has been vastly improved. It has literally grown with our growth, and strengthened with our strength. In 1800, the population of Boston was 24,937; it is now 165,000. At that time, and till 1818, there were no primary schools, and but seven grammar schools, taught by seven masters and seven ushers. One of these, the Latin School, in which, at the present day, as

good an education can be obtained, as in half the colleges in the United States, had at that time but a nominal existence. There are now in the city of Boston, and as I suppose, all in prosperous condition, one Latin School, one High School, one Normal School, eighteen Grammar Schools, and two hundred and eighteen Primary Schools. In 1800, the entire town tax in Boston was \$61,499.25, of which \$11,100.85 went to the schools. In 1858, the entire tax assessed in Boston was \$2,140,616.36, and the cost for schools and school-houses the present year is \$460,000, within a few dollars; a larger expenditure, I am inclined to think, in proportion to the number and property in the city, than is raised by taxation by any other city in the world.

I rejoice, sir, that the people of Boston have the means which enable them, and the disposition which inclines them to make this munificent expenditure for objects so worthy. In half the countries on the face of the earth, we should have to make it for military fortifications and standing armies. I speak as a tax-payer, and one who, like most persons in that class, is disposed to think himself too heavily taxed; but there is no part of the public expenditure of which I pay my share so willingly as that which goes for the support of our free schools. I have no longer any interest in them personally; my children have grown up; but when they were boys I sent them to the public schools. In them I received the greater part of my own school education. These schools are one of the main pillars of our social edifice, and one of the very earliest that was set up. This very school, founded originally in 1713, and neither the first, second, nor third, in respect to the time of its foundation, of the Boston schools, attests the early care paid by our fathers to the education of youth. It gives me pleasure to come back as I do this day, to the scenes of my boyhood, and to witness the vast improvement which has taken place during the half century. If the rising generations, with these superior opportunities, do not much exceed their fathers, they will be greatly to blame.

I tender to you, Mr. Mayor, to the Committee, and to the teachers and pupils of the Eliot School, my best wishes for its continued prosperity.

Remarks were made by the following gentlemen, who were called upon by the Chairman: Hon. George S. Boutwell, Secretary of the Board of Education; John D. Philbrick, Superintendent of Public Schools; Rev. Dr. Jenks, who was a member of the school in 1790; Edward Crafts, the senior pupil present, though still hale and hearty; the three original medal scholars above mentioned; Cornelius Walker, who was appointed Master of the school thirty-three years ago; Alderman Holbrook, of the ward in which the school is located, and Charles W. Slack, a medal scholar of 1840, and now a member of the School Committee.

The exercises were closed by singing the Doxology, "From all that dwell," &c.

## QUINCY SCHOOL HOUSE.

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THE original building was dedicated on the 26th of June, 1848. It was 80 feet by 60 on the ground, with two wings, each being 36 feet by 12. It was four stories high, and contained a large hall on the upper floor, and four school-rooms on each of the other three floors. This edifice was destroyed by fire on the 17th of December, 1858. The present structure has been erected on the original foundation, and on nearly the same plan. The chief difference consists in appropriating a part of the fourth story to two school-rooms, instead of devoting the whole of it to the hall. Some minor improvements have been introduced, and it is in all respects a first-class school-house, with fourteen school-rooms, and the requisite ante-rooms and clothes-rooms. The ceremony of dedication took place on the 28th of December, 1859. It was an occasion of much interest, and a large audience was in attendance, including a numerous representation from the City Council and School Committee.

The exercises were commenced with the chanting of the Lord's Prayer by the pupils of the school. Rev. Edward N. Kirk, D. D., read appropriate selections from the Scriptures, and offered prayer.

The following song, written for the occasion by Miss Julia B. Burrell, one of the teachers of the Quincy School, was sung by the pupils.

## SONG OF WELCOME.

Sound aloud the joyous chorus,  
“Home again” we come to-day.  
Let the fairy Hope weave o'er us  
     Spells of brightness while we stay.  
Let us grasp the fleeting angels,—  
     These bright hours expected long,—  
Till their presence bring a blessing  
     Down upon this happy throng.

In this festal season, meeting  
     Yearly benedictions, all,  
May we know that *this* day's greeting  
     Shall a blessing on us fall.  
If we may but use it rightly,  
     Future years its power will show,  
Proving that a gift more precious,  
     Friends could not on us bestow.

For we learn to know our duty,  
     Learn life's battle how to gain;  
Learn to seek that moral beauty,—  
     Highest prize we may attain.  
And when here our mission's ended,  
     And the parting words are o'er,  
May the lessons kindly taught us  
     Be our guides forevermore.

Thus thy bread-seed on the water  
     Grateful harvest will repay;  
Knowing that we shall not falter,  
     As we tread life's toilsome way.  
Then kind parents, friends, and teachers,  
     Our thanksgivings would you hear?  
They are these, the “happy” greetings  
     Of the coming glad “New Year.”

Alderman Charles Emerson, the Chairman of the Building Committee, delivered the keys to His Honor Mayor Lincoln, briefly describing the manner in which the building had been constructed.

The Mayor, on receiving the keys as President of the School Board, responded in an appropriate manner. He remarked that this was the third time within the year that he had been called, by his official position, to assist in the formal ceremonies of dedicating a large Grammar School House. These buildings had been erected under the direction of the Building Committee of the City Council, and they had all been well built. He congratulated the Chairman of that Committee that he was able to leave, on his retirement from office, these noble buildings as his record. He then delivered the keys to Rev. Rufus Ellis, D. D., the Chairman of the District Committee, exhorting him and his successors to see to it that the School House was devoted forever to its appropriate use. Mr. Ellis received the keys and transferred them to the Master, accompanying the ceremony with the following remarks:—

#### REMARKS OF THE CHAIRMAN.

In accepting, at your hands, Mr. Mayor, this important trust, I shall try not to allow myself in many words. Those who are best entitled to speak upon the inviting theme of Popular Education are they who are *doing* these things, and I can hardly claim to be of that number. I have indeed my favorite educational theories,—as who has not?—but we all know what theories are when they are brought, to be applied, into the presence of actual children,—not your angels of the household, but your rough boys of the school.

Endeavoring therefore to be brief, let me say to you for myself, and for the Committee which I have the honor to represent, that we are grateful for your good service in the

erection of this fair building. We acknowledge here and now your courtesy and fidelity. Whenever our wants had not been anticipated by your wise foresight, they were answered by your prompt acquiescence. It will be our care to guard this house for its appointed uses; and now that it has risen again from its ashes, we trust that, with the blessing of a kind Providence upon our efforts, it may be a house of industry, of success, and of happiness, gathering in and sending forth every year its troops of contented, earnest learners. Grateful to a city that so abundantly and with such motherly care provides for her own children, and even for the children of the strangers that are within her gates, we shall hope to prove by our fidelity that we are not practically thankless.

And now, in committing this house to your charge, Mr. Valentine, as Master of the school, allow me to congratulate you upon past successes, upon the enviable reputation which even during these days of its youth this Quincy School has won. I believe that it has been behind no other in those results which are properly demanded of our Grammar Schools. This designation, "Grammar School," has been materially changed in meaning since our laws were first written, and since provision was first made for popular education at the public charge. Grammar meant then Latin and Greek Grammar,— and a Grammar School was a classical school. Now, as I hardly need say, the words denote a school, the purpose of which is to impart that plain elementary instruction which the great mass of society need, and which supplies at once a satisfactory basis for anything that may afterwards be done in the way of self-education, and answers all the common exigencies of our every-day world. If I had not virtually promised not to inflict upon you any theories, I should say that my plan in conducting this school would be to emphasize the elementary and the directly practical, steadily resisting every demand for things more showy and more run after. Our business here is not with the super-

structure,—certainly not with pinnacles and spires, but with the underpinning; we would make sure of that. Reading, Writing, Orthography, Arithmetic, Geography, and the elements of language,—these are what we ask of our Grammar School teachers and pupils; these we would secure at the cost of never so much drilling, and reviewing, and repetitions of all sorts. Good readers, good writers, good spellers, good accountants, good geographers, and correct talkers,—these we ask; beyond this we do not care to go in a Grammar School; for anything beyond this we must look to our Latin and High schools and to our colleges, or to our admirable Public Library and useful public lectures. The children of most households must soon be earning their own livelihood, or preparing to earn it, and what they need is solid, thorough elementary instruction, the same in kind, though of better quality and in larger measure, with that which was imparted and is still imparted in country winter schools to hungry students, who must fain be content with but half a loaf of the bread upon which the mind feeds. I should be sorry to know that the time of teachers and pupils had been given to Philosophy or Philology, to any save rudimentary lessons in History or the Mathematics; should be sorry to know that strength had been expended upon a few show pupils, which really belonged to the children of average or even of inferior capacity. We spread our table here with no viands of French or German name,—we offer only the plain dishes, like the Indian puddings, and the solid boiled beef, which nourish the bone and sinew of New England. A boy who has received this good plain educational fare, and craves anything more, can easily obtain it, but not here; and yet, what he will obtain here will enable him to discharge every common trust with honorable success, and may be the beginning of high intellectual attainments in the schools of learning, technically so called, or in that great world-school where our own Franklin was educated, where George Stephenson and his compeers cultivated their gifts.

But I must not linger upon this point. There are gentlemen present who have known this school from the first, and who will assure you that it has been a good Grammar School in the sense which I have endeavored to indicate.

And now, sir, in committing these keys to your hands, allow me to remind you that the State enjoins a moral as well as an intellectual oversight of these pupils. Fortunately you are not at liberty to speak to them in the symbols of any special denomination of Christians, but it is not only permitted, it is expected, that you should teach the children of Christians as a Christian, and place righteousness and faith and love above knowledge. We know no denomination here, but we do know Christ. It is expected that you should maintain by word and by work a high moral tone, not dealing largely in precepts, but illustrating the truth in every-day examples and in words, casual but not idle. We want good writing, but we hope never to hear that good writing has been misused by any graduate of this school in the unauthorized signature of another's name or for any fraudulent purpose; we want grammatical speech, but we want more pure and reverent, and truthful and kindly speech,—a word which shall be better than an oath, as good as wheat. I sometimes fear that our children, whilst they are learning to speak with other tongues, are not learning with the apostles of old how to praise God with them,—nay, are forgetting how to speak the truth in their own.

With these poor words of human counsel, and asking for you the blessing of that great God, without whom the laborer laboreth but in vain, I give these keys into your charge. Keep open house for Truth and Love, for Justice and Purity, but lock the doors against all that is false and cruel and unlovely. So may your work attain to its completeness and to its reward!

Mr. Charles E. Valentine, the Master of the school, on receiving the keys from the Chairman of the Com-

mittee, replied in a very appropriate speech, expressing for himself, and on behalf of the teachers and scholars, great pleasure in returning "home again" to the spot from which they had been driven by the destruction of the former building, and pledging themselves to greater efforts in view of the enjoyment of such advantages as have been provided, to fulfil the hopes of the Committee and of the City Government.

The following dedication hymn, written by William T. Adams, Esq., Master of the Boylston School, was then sung by the school.

#### DEDICATION HYMN.

Our fathers' God! we raise  
To thee our grateful praise,  
And bless thy name;  
For freedom's glorious day,  
Our country's peaceful sway,  
And wisdom's kindling ray,  
Thy love proclaim.

We thank thee that the spark  
The Pilgrims' storm-tossed bark  
Brought o'er the sea,  
Preserved through danger's night,  
Still burns a living light,  
In many a temple bright,—  
Hope of the free.

To thee we dedicate  
This "pillar of the State,"  
The freeman's guide;  
And may it ever be  
A temple reared to thee,  
The cradle of the free,  
Our country's pride.

Hon. Josiah Quincy, Jun., being called upon by the Chairman, expressed great pleasure at being invited to take a part in the re-dedication of the Quincy

School House. He declared that he felt a great interest in this school, outside of that occasioned by the name it bore. He was one of the City Fathers, in fact *the* City Father, when the old school-house was dedicated, and he could claim to be at least the nurse of this part of the city. The land of the part of the city now occupied by the Western Depot, the United States Hotel, and a population of many thousands, was literally *made* by the South Cove Corporation while he was its treasurer and principal agent. It is not many years since the very site of this noble edifice was inhabited by flounders and eels.

In closing, Mr. Quincy referred to the cause of common schools, declaring that he had always advocated a generous, liberal, and judicious expenditure of the public money for the cause of public education. He believed that nothing was so well calculated to assimilate the different races making up our American population as the common school. He also favored the teaching of boys and girls together. In the course of his remarks, he paid a tribute to the late Horace Mann, for his great interest in common school education.

George B. Emerson, LL. D., was then called upon, as a gentleman long interested in the cause of education. He responded to the call, and spoke of the true mission of the common Grammar School, taking the same position as Rev. Dr. Ellis had taken previously. He said a good grammar school was often made into a poor high school, a good high school into a poor academy, and a respectable academy into a very bad college.

As Horace Mann had been alluded to as a friend of education, he would also add the name of one nobly

entitled to the reverence of the friends of education,— Thomas Arnold, who said he would first make his pupils Christians, then gentlemen, and then scholars. Dr. Emerson spoke of the moral as well as intellectual training required for the young. He also alluded to the necessities of the physical training of the youth, for the purpose of giving him manliness as well as health. Why could not a gymnasium be erected here? The child should be taught something of the laws of health early in his life. It was vastly more important than anything but the first elements of education. To make scholars manly men, they should be taught the habit of self-reliance. No book with answers or a key should be allowed in the school.

He alluded to the late lamented Benjamin A. Gould, and maintained that much of his success in teaching was due to the fact that frequently he called his scholars before him and gave them lessons of Christian duty and manliness. It was not enough for the teacher to live a good life. He must teach Christianity by precept as well as by example, and be ever ready to hold up to his scholars lessons drawn from every day's experience.

The boys of the school then sang the cheering school song, "Our Country," with fine effect.

Mr. John D. Philbrick, Superintendent of Public Schools, was then introduced, and made a few remarks. He said that he felt a peculiar interest in this school. He never could be indifferent to its history, its reputation, or its welfare. It had been his fortune to be selected on the 6th of September, 1847, to organize this school, and preside over it as its first Principal. It was then called "the experiment." It turned out to

be the inauguration of the system of Grammar School organization which now prevails throughout the city. When established, it differed in its plan from the other schools in having only one head master instead of two, a larger number of pupils, so as to afford the best facilities for classification, a separate school-room for each teacher, a separate desk for each pupil, and a larger proportion of female teachers than had before been employed in boys' schools. These were important elements of progress, and their general adoption has tended both to increase the efficiency and diminish the expense of our schools. But there is danger of pushing these changes to injurious extremes. Some of our schools are now too large for the best good of the pupils. Radical changes in our school system should be attempted only after the most careful investigation. Still, we should not ignore progress and shut our eyes to all improvements.

He said that the fact that there had been four new school edifices finished and dedicated within just about a year, was an evidence of the progress of the city. He reviewed the history of the Grammar Schools from what they were in 1789 until the present time. Many improvements had been made since. It was not until 1835, that females were employed in Boston to teach boys, and then only a small proportion of females were employed, and those with the meagre salary of \$150 per annum.

#### REMARKS OF DR. T. M. BREWER.

Dr. Brewer, Chairman of the Quincy School District Committee when the original building was dedicated, was then introduced, and spoke as follows:—

Although, Mr. Chairman, much that I would have said, or can now say, has been anticipated by gentlemen who have preceded me, and especially by the remarks of the Superintendent, there are reasons why I cannot feel willing to decline altogether to respond to your invitation. It was my fortune, nearly twelve years ago, to stand in the position you now occupy, and, as chairman of the Quincy Sub-Committee, to preside at the dedication of its first school-house. Short as has been the period which has since elapsed, it has witnessed so important and so general a change both in the organization of the Public Schools and in the structure of their houses, that it becomes both interesting and instructive to look back upon this brief portion of the past, and to trace how far the school in which we stand may have influenced or decided these changes.

The dedication of the Quincy School House, twelve years ago next June, marks an important era in the history of the Boston Public Schools. This school, with the Mayhew, organized contemporaneously on the same system, was the first single-headed school, with graded divisions of classes, from the lowest to the highest, successfully organized in Boston. It was spoken of as an "experiment," as an "innovation of doubtful advantage," by its opponents. Yet, within the seven years immediately following its dedication, every grammar school in Boston was reorganized on substantially the same plan. The very member, now no more, who most earnestly resisted the change, six years after made a report in favor of the reorganization on the single-headed system, of the last of the double-headed schools left in Boston. The Quincy School House, with the Hancock, was the first erected upon the plan of a separate room for each division, with one large hall for the assembling of the school. The pioneer of the noble school edifices that adorn our city, that house had been constructed with such liberality, with so much wise forethought and discriminating judgment, on the part of the City Government, that, in my opinion, subsequent structures have not been

in any essential respects improvements upon the original plan. For many of the advantages of the new plan the city was indebted to Hon. John H. Wilkins, Chairman of the Public Building Committee, and to Geo. B. Emerson, Esq., Chairman of the Conference Committee on the part of the School Board. With the latter it was my privilege to be associated. Not the least of the advantages over every previous school-house was the isolation of each seat and desk. This innovation was warmly opposed by the gentleman at the head of the Building Committee. Though afterwards denied to the Bowdoin School, it has since become the universal privilege of other schools. Less than twelve years ago the Quincy and the Hancock were the only school-houses in the city upon this plan. Now there are no less than fourteen, all but five, and another has been commenced, upon the same plan of liberal munificence.

Mr. Chairman, when this school was organized, twelve years since, under the charge of its master, now our excellent Superintendent, it labored under very many disadvantages. To a large extent, it was composed of the overflowing of three other grammar schools, who, being permitted to retain their advanced pupils, left this school without any first class. For nearly a year it was kept in three or four scattered groups, in apartments having none of the equipments or advantages of a well-ordered school-room. To some extent these were compensated for by its efficient and experienced corps of teachers, under whose diligent and faithful services it soon rose to distinction, and its success gave to it its present solid reputation. Mr. Valentine, now the master, was then its sub-master; our present sub-master was an usher, and only two ladies, one of them our invaluable head-assistant, of those now in the service, took part in the earlier labors of the school. Here, too, was first tried the experiment of female instruction for boys of a higher grade than those just admitted from primary schools. With the practical evidences all around me, in every boys' school in the city, of

the superiority of female instruction, I need not dwell upon the success of this experiment.

But, Mr. Chairman, I will not detain you with reminiscences already in part anticipated. Twelve years have brought with them surprising changes, all of them first initiated within these walls. We have lived to see its house the model for Boston School Houses and the plan of its school made the universal system throughout the city. I will only add the expression of the hope that this school may continue ever to deserve its substantial reputation, and that, long after you and I have passed away, it may continue to exemplify the language of Solomon, and remain a place wherein "the rich and the poor meet together," for "the Lord is the maker of them all."

Rev. George M. Randall, D. D., formerly a Chairman of the Committee on the School, spoke with much force and eloquence of the necessity of educating the heart as well as the head, and alluded also to the matter of affording air and exercise to scholars.

The Chairman then read an interesting letter from Deacon Samuel Greele, a former Chairman of the Committee. The exercises were then closed by singing a Doxology.

## EVERETT SCHOOL HOUSE.

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THIS building is, in its external architecture, a copy of the Eliot School House. In its size and internal arrangements it differs but slightly from the other buildings which have been erected in this city, within the last five years, for the accommodation of Grammar Schools. An order passed by the City Council within the last year, at the suggestion of Alderman Preston, provides that the basements of school-houses, or so much of the basements as may be in any way exposed to furnaces, shall be constructed of fire-proof materials. This building was the first to which that important improvement was applied.

It has two fronts, precisely alike, one facing Northampton Street, and the other Camden Street. The lot which it occupies contains about 35,000 square feet, and is the largest which has ever been devoted to a school-house in this city. It is adorned with grass-plats, flower-borders, and shade-trees. Its plan is presented in an accompanying engraving.

This excellent edifice was dedicated with appropriate ceremonies, September 17, 1860, the 230th anniversary of the settlement of our city. The unusual attractions of the occasion, a formal address being

expected from our distinguished fellow-citizen whose name had been given to the school, drew together a large audience.

The exercises were commenced with the chanting of the Lord's Prayer by the pupils. Selections from the Scriptures were read by Rev. D. C. Eddy, D. D., and prayer was offered by Rev. Henry Burroughs, D. D.

The following commemorative song, written for the occasion by Rufus Leighton, Esq., was sung by the members of the school.

#### COMMEMORATIVE SONG.

Two hundred and thirty fair summers have burst  
    Into beauty and faded away,  
Since the quaint little town of the Pilgrims was nursed  
    Into life on the shore of the bay.  
It has grown from its weakness to power and pride,  
    To a city of wealth and renown,  
Whose ships are abroad o'er the ocean wide,  
    While in strength from her hills she looks down.

Massive piles for her trade mark the wealth she has gained,  
    And mansions of beauty rise tall ;  
But the halls where her children are cultured and trained  
    Are the noblest and fairest of all.  
Not alone to the rich doth she open their doors,—  
    She welcomes the humble and poor,  
And all may partake of the costliest stores  
    Of learning that wealth can procure.

Of the nobler wants of that earlier day,  
    The Pilgrims, with reverent heed,  
When they built the old town on the shore of the bay,  
    Of Knowledge implanted the seed.  
That seed has now grown to a forest of trees,  
    Which each day is deepening its roots,  
And each year it blesses the land and the seas  
    With its bounty of flowers and fruits.

A new tree has grown in the garden so fair;  
With the blossoms of hope it is white,  
As they lift up their heads to the sweet morning air,  
And open their hearts to the light.  
Here it stands! — and we are its blossoming flowers;  
And the promise that gladdens our youth,  
May it yield a rich harvest of joy-laden hours,  
Of knowledge and virtue and truth!

Alderman Bailey, Chairman of the Committee on Public Buildings, then delivered the keys to the Mayor, accompanying the act with the following remarks.

#### REMARKS OF ALDERMAN BAILEY.

MR. MAYOR: It becomes my duty as Chairman of the Committee on Public Buildings, under whose care this building has been erected, to transfer its custody to you as President of the School Committee.

The order of the City Council for the erection of this structure was passed in the year 1859, and the Committee on Public Buildings of that year proceeded with the work committed to them, as rapidly as possible. The contracts were made, and the foundations laid in the autumn. A cessation of the labor was necessary during the winter, and in the spring the Committee on Public Buildings of the City Council of 1860, assumed the charge, and prosecuted the work with all the expedition consistent with good workmanship.

The land upon which the house stands is a lot which was owned by the city, and contains nearly 35,000 square feet; and being in a favorable situation, this large amount of space affords ample light and air, those indispensable but often restricted requisites for the comfort and health of teachers and pupils.

The cost of the building has been about \$52,000. Its plan is similar to that of several of the modern school-house build.

ings in the city, but combines many improvements suggested by competent architects and practical builders; it is constructed with due regard to economy and strength; and though not so elaborate in its style of architecture as some desired, yet the result is an edifice honorable alike, we believe, to the munificence and good taste of the City of Boston.

In delivering to you, Mr. Mayor, the keys of this building, I have only to add my hope and confidence that within these walls the system of public education, of which we so proudly and rightfully boast, will meet no obstacle in its progress, and that the scholarship and culture of the illustrious citizen whose name it bears, will be honored by the history of this school when it shall be written in the annals of American education.

His Honor the Mayor, F. W. Lincoln, Jr., on receiving the keys, spoke as follows.

#### ADDRESS OF THE MAYOR.

It is a happy custom which solemnly dedicates with appropriate ceremonies any edifice built for public purposes, or designed to promote the welfare of the people. With prayer and praise the house of God is set apart for its sacred objects, and its walls are consecrated for the service of the Most High; and surely it is well that a building to be devoted to the training and culture of the immortal mind, to fit it for its high destiny, should receive a similar honor, as it awakens kindred sympathies.

It is my official duty to take a humble part in these services, and as the Chairman of the School Committee, to receive these keys from the Committee on Public Buildings who, under the authority of the city, have erected this edifice, and to transfer them to those who are to have the care and custody of the school. These services are more than mere formalities; they indicate the interest which it is the

duty of Government to take in the education of the young. Ever one of the most important objects of municipal legislation, the cause of sound learning keeps pace with our outward growth and prosperity, and deserves all the care and solicitude which is happily bestowed upon it in this community.

The very fact that so many of us are here assembled in this noble building, away from the bustle and cares of business life, is a sufficient indication, without any argument, in favor of the cause which has brought us together. Our principal thought must be one of congratulation at the happy auspices which inaugurate a new institution which is to take its place with the associated public schools of this city.

I do not know of any more gratifying sign of the rapid progress in population and wealth in our good city of Boston, than the erection of this edifice upon this very spot. But a few years since the whole neighborhood was covered with water, and now hundreds of families make it their happy homes, and school after school is established to meet the intellectual wants of this portion of our community. The other day I was conversing with an aged gentleman, who told me that he had seen, in his younger days, the spray from the water as it dashed against the shore on this side, fall into the sea on the other; and so narrow and low was the grade of the neck land, which connected us with Roxbury, that he had seen the roadway at high tide completely submerged in water.

Now, what a contrast. In a short time the water will be completely shut out on the west as far as the Milldam, thus embracing a territory of a mile and a half in width between the arms of the sea which formerly nearly encircled our city.

The period for the erection of this building is most felicitous, for we are enabled to fit it with all the modern improvements for such an establishment, and to make it as complete in all its appointments as any edifice ever erected for the purpose.

We have a right to expect, my young friends, that the success of your studies will correspond with the great privileges which you enjoy, and that as so much more has been given to you than others, so much the more shall we require of you in return.

It does not become me in this presence to speak at length upon the merits of any system of instruction, or to enlarge upon those branches more particularly adapted to the female mind, if there really is any difference in the sexes in this respect. I can only indulge the hope that this school will take its proper rank with the other schools for young ladies in this city.

The school is to bear an honored name. May its members feel a deeper responsibility on that account, and so regulate their conduct, at home and at school, in private walks and public ways, that they bring no discredit upon it.

To you, Mr. Chairman, I now consign the building, on this seventeenth day of September, the two hundred and thirtieth anniversary of the settlement of Boston. It is an appropriate birthday gift from the city authorities to the children of the metropolis. I call you and your colleagues to witness that the public authorities have furnished you an edifice suited to your wants, and an ornament to this part of the city. You know too well your duties for me to admonish you respecting them; trusting that as long as the school has an existence, it may have as competent and devoted teachers as those who are now engaged in it, I surrender these keys to your possession without any misgivings as to the wisdom of your councils, or the success which will ever attend the administration of the Everett School.

F. F. Thayer, Esq., who, by virtue of his office as Chairman of the District Committee, presided on the occasion, on receiving the keys from the hands of the Mayor, delivered the following address.

## ADDRESS OF MR. THAYER.

In receiving these keys from your hands, Mr. Mayor, in behalf of the District Committee, permit me in the first place to express the gratitude I feel, in common with my associates on the Board, for the substantial and elegant school accommodations which you now place in our charge. It has been the fortune of those who represent this Ward, to have been frequently before the authorities of the city for the past five years, asking for those conveniences which a rapidly increasing community requires to satisfy its constantly recurring wants. So promptly have these calls been responded to, that when the buildings now in progress are completed, the Eleventh Ward will contain three first-class Grammar School Houses, the oldest not yet five years old, besides four Primary School buildings, constructed of brick, and designed to accommodate, in the best manner, thirty-two schools. It is for these excellent facilities for instruction that we have to be thankful this day. And we find ourselves involuntarily pledged to return to the common stock, in intelligence, in energy, in public spirit, in excellence of character, tenfold for all the public treasury has expended for us of its coin. For such and more, is the percentage of increase on all we expend for education. Exceeding and outrunning the gains of State Street, the investments we make in strengthening and ennobling the intellect and souls of our youth bring not only semi-annual but constant returns, and find their culmination and completion only when the work of life is over, and all that is not transient has entered the purifying presence of the Perfect One. We may then rejoice thisday, as we dedicate a new temple to the cause of sound learning. We may rejoice, as on this anniversary of her birth, our city lays another offering upon that altar, whence, through all her history, she has derived that sacred fire which has inspired her mechanics, her merchants, and her scholars, to place her

foremost in all the arts of peace, among the cities of our land.

Allow me, Mr. Mayor, to congratulate you on the agreeable position which you hold this day. Within the short term of service allotted to the chief magistrate of our city, you are called upon to participate for the fifth time in setting apart a completed structure like this to the service of the public schools; while two other Grammar, and four Primary school-houses are in various stages of construction, under your administration. For your ready acquiescence in the public demand for the opportunities of education, I thank you and those associated with you in the municipal government; and I shall rejoice to join with all friends of learning to strengthen your hands, as with wise forecast you seek by such methods to lay deep and strong the foundations of social prosperity.

With the act which we are now performing, the custody of this building and its appointments passes from the City Council, by whose agency it was constructed, into the hands of the School Committee, who hereafter are to be solely responsible for its use. For ourselves and our successors, we accept the trust.

The increasing facilities of instruction, and the liberal tendencies of our times in regard to the diffusion of knowledge, cannot fail to cheer the heart of every friend of his race. And it is additional occasion of rejoicing this day, that this edifice, whose completeness and elegance gladden our sight, is consecrated to promote the well-being of that sex, for whom not more than a quarter of a century ago, the most meagre schooling sufficed. It does not require the oldest among us to recall the time when the education of our girls was regarded with comparative indifference. Long after the parent had learned to make the greatest sacrifices to secure for his sons the best opportunities of education; long after was it before the daughters of the same household were deemed worthy to share the advantages of the destined lords of creation. And now, so great is the enlightenment of our age, so complete has

been the triumph of liberal ideas, so fully has our Christianity impressed upon us the conviction that male and female are equal before God, and that each sex, within its sphere, has an equally exalted mission, that we find but few who remonstrate when we offer to our sons and our daughters alike the highest opportunities of learning that our land affords. Safely, I think, we may make our boast to-day,—not only that the best schools of our city are her free schools, but also that the advantages are alike excellent for our sons and for our daughters. And I believe that the parent, whatever his social position, who refuses to place his son or his daughter in our public schools, deprives his child of advantages which may not be found in any other place. I should look to our public schools to send forth a generation of well-educated, useful, and energetic men, and with equal confidence, for their associates, a band of well-disciplined, cultivated, and virtuous women. Such I believe to be the legitimate result of our theory of popular education.

But if, perchance, some may think me too sanguine in my estimate of what has been accomplished, and suggest that I have pictured what the future may produce, but what our eyes have not yet seen, let me add that on this day, on this spot, in this presence, doubt and distrust surrender to hopeful Faith. If yesterday was unsatisfactory, to-morrow is brilliant with promise.

We inaugurate this day a school for the best female culture; our standard is fixed high; we surround it with all outward adornments to please the eye and to engage the affections; we place within the most approved devices for assisting the willing student; we install herein instructors of tried fidelity, and, to stimulate to the highest excellence, we diffuse throughout the whole interior atmosphere the inspiration of a name engraven ineffaceably upon the external tablet in legible characters, which every Bostonian repeats with pride, and which is honored in every land where learning, refinement, and social virtue have a friend. Under these

auspices, in this tempting soil do we plant this vine, in the hopeful confidence that our work is blessed.

To make success more easy, we would enlist with us the best feelings of the children who are to be gathered here. From this day, young friends, you commence a new history. The honors which cluster with pleasant memories around the Dwight School, have passed beyond your control. The un-written page is before you, and each young miss who is enrolled among the members of this school, has a voice in determining what the character of its early record shall be. Will not each do her best? Shall there not be a generous rivalry to excel each other in the value of your contributions to the daily history of this school? Will you not see to it, that its beginning shall give promise of excellence in deportment and scholarship surpassed by none? And when you shall surrender your places to your successors, let the annals of the Everett School be as free from any disfiguring stain as when on this beautiful morning we commit them into your hands.

We wish also to enlist with us the kindest feelings of the parents. They have endowed this school by their willing contributions; they are to supply and replenish from their happy homes the numbers of those who are to share its privileges; and now we ask, in addition, that they will co-operate with the teacher in the enforcement of all judicious regulations, and in inculcating upon their offspring that love of learning for its own sake, without which the best endeavors fail of success.

We ask the support of all friends of popular education and human progress, in our attempt to place another light to which the down trodden, the unfortunate, the poor, and the neglected child, may look and live; for to such, the school-teacher, as he stands with open arms, is the angel promised, with healings in his wings.

And we solicit from you, sir, whose name we have appropriated, a measure of that friendly counsel which the experience of a varied and successful life prepares you to impart; we ask for those suggestions of wisdom, those kind and

well-timed admonitions to duty which may render these outward appliances of instruction which you see so profusely scattered about us in our new home, available for the highest results. We covet for these teachers, who will ever lend a willing ear, an occasional suggestion of a better way than that already trodden, to lead these young minds in the rugged ascent, and a cheering word of sympathy, amid the frequent discouragements of the road. We seek to associate you so intimately with this school that it may share without intrusion in your present and your prospective honors.

We seek, finally, for His blessing, without which Paul shall plant, and Apollos water, in vain.

Mr. Hyde, the position of schoolmaster in a community like this, is one to be coveted. Where his influence has been most felt, there is the schoolmaster most honored. And here, where we realize him to be the impelling agent in all our progress during more than two centuries of our history,—here do we see especial cause to regard him as the “coming man” of the future. With the responsibilities of such a position I might strive to impress you, had not sixteen years of faithful and successful service in this neighborhood attested your appreciation of the work you have undertaken, and your readiness to do it manfully. Your genial disposition, your unceasing flow of spirits, lightening the burden which might otherwise be found too heavy, your happy faculty of enlisting the interest of your pupils in their studies, coupled with an extraordinary facility for imparting instruction, have given you success as a teacher second to none. Therefore it is with full confidence in your integrity as a man, and your capability and faithfulness as a guardian of youth, which I share in common with all your Committee, that we place in your keeping these our choicest jewels. You are surrounded by opportunities for good, seldom equalled; make the most of them, as with this school is identified the highest ambition of your life; impart the same spirit to those associated with you. As

for yourself, you have no divided purpose ; tolerate none in the teachers under your charge. Require that the first energies of mind and body be given to this school. Let all the classes of your school share your attentions, that under your supervision all may harmoniously move upward together. I am aware that you have a corps of competent and willing assistants, each ready to bear her portion of the burden ; but no fidelity of the teacher of the class can compensate for the constant absence of the only recognized head of the school.

Believing that all I have now suggested, and more, will be done by you in the execution of your purpose to place this foremost among the schools of our city, I put into your hands these keys, accompanying this act with the expression of the wish that the blessing of the Highest may attend the Everett School, and the rewards of conscientious endeavor be the portion of its teachers.

Mr. Geo. B. Hyde, the master of the school, in accepting the keys said : —

Mr. CHAIRMAN : In receiving these keys from your hands, I cannot but feel with renewed force the great responsibility that rests upon me as the Master of this school.

I have just seen them transmitted, on the part of the City Government, to His Honor the Mayor, — the head, by virtue of his office, of the School Committee, and through him to you, as the representative of those having this school under their more immediate charge, as a token that the work which the City Government was called upon to do has been accomplished. How well that work has been done, this noble building, so admirably adapted, in all its arrangements, to the purposes for which it was erected, gives ample evidence. And you have now placed them in my hands, as the symbols of the trust you have reposed in me.

When I look upon this building, — the embodiment, as it were, of the highest and noblest characteristics of our city, —

of its wise liberality, its elevated patriotism, and its true Christian philanthropy, and reflect that the accomplishment of the purposes for which it has been erected rests in some measure, and for a time, at least, upon me, I cannot fail, more than ever, to be impressed with a sense of the great trust I have assumed.

Mr. Chairman, I am happy to know that my services as Master of this school have been acceptable to you. And what you have said to me, I feel sure you intend should apply to all those who are associated with me, and your words of commendation will encourage us all to renewed effort, more perfectly to fulfil the great duties intrusted to our charge.

But, Mr. Chairman, I feel that it is not for me to make any extended remarks on this occasion, and thus detain the audience from the further intellectual entertainment which awaits them; and I will only add, that in view of these splendid accommodations so freely provided for us by the city,—of the active and untiring efforts of yourself and those associated with you in promoting the best interest of the school,—of the hearty sympathy and co-operation of the parents and friends of the children who fill these rooms,—if, with all these favoring circumstances, your anticipations and the reasonable expectations of all are not fully realized, the failure must be ascribed to us.

Mr. Chairman, you have caused to be engraved upon the walls of this building a name that both honors and confers honor; may it be our endeavor to make the school stand as prominent among similar institutions in this city and commonwealth as the name it bears holds among the orators and scholars of our country, and the friends of popular education and sound learning everywhere.

Hon. Edward Everett being introduced, was greeted with repeated cheers. He spoke substantially as follows.

## ADDRESS OF MR. EVERETT.

Mr. CHAIRMAN: You will easily believe that I feel a peculiar interest in the occasion that has called us together. The dedication of a new first-class school-house is at all times an event of far greater importance to the welfare of the community than many of the occurrences which at the time attract much more of the public attention, and fill a larger space in the pages of history. The house which we this day dedicate is to be occupied by a school which had already, as the Dwight School for Girls, established an enviable reputation among the sister institutions. It is now, in consequence of the rapid growth of this part of the city whose early appearance, Mr. Mayor, you have so graphically described, transferred, with the happiest prospects, to this new, spacious, and admirably arranged building,—a model school-house, fit for the reception of a model school. I hope as a friend to education from my youth up, I should duly appreciate the importance of such an event; but you have kindly given me a reason — to the strength of which it would be affectation to seem insensible — for taking an especial interest in this day's ceremonial.

One of the highest honors which can be paid to an individual,—one of the most enviable tokens of the good opinion of the community in which he lives,—is to connect his name with some permanent material object, some scientific discovery, some achievement in art, some beneficent institution, with reference to which, by word or by deed, he may be thought to have deserved well of his fellow-men. Hundreds of towns and cities on the continent recall the memory of the great and good men, who, in peace and in war, founded and sustained the liberties and rights of the country. Science gives the name of the astronomer to the comet, whose periodical return he has ascertained. Botany commemorates her votaries, in the flowers, and the trees,—the Kalmias, the

Dahlias, the Robinias,— which they first discovered and described. The fossil relics of the elder world are designated by the names of the geologists who first exhumed them from their adamantine graves. We cannot but feel that one of the strongest instincts of our nature is gratified by these associations.

But what are these lifeless, soulless substances ; these mute, inanimate bodies in the heavens above, or the earth beneath, — the vaporous comet, the fading flower, the extinct animal whose very skeleton is turned into stone,— compared with an institution like this,— a living fountain of eternal light,— a flower garden planted in each succeeding year with germs of undying growth,— a nursery beneath whose fostering wings so many immortal spirits shall be trained up in the paths of duty, usefulness, and happiness ? Here you permit me to hope that my poor name will be kindly remembered, as long as the schools of Boston shall retain their name and their praise in the land ; and that I am well aware will be as long as Boston herself shall occupy her place on the earth's surface ; for as long as there is a city council to appropriate a dollar, or a treasurer to pay it, I am sure it will be voted and paid for the support of the schools. Devoted for a pretty long life to the public service, in a variety of pursuits and occupations, laboring, I know I may say diligently, and I hope I may add, though sometimes with erring judgment, yet always with honest purpose, for the public good, at home and abroad, I frankly own, sir, that no public honor, compliment, or reward, which has ever fallen to my lot, has given me greater pleasure than the association of my name with one of these noble public schools of Boston.

They are indeed, sir, the just pride and boast of our ancient metropolis, and it is with great propriety that you select the 17th of September for the dedication of a new school-house. As the corporate existence of the city dates from that day, so nothing can contribute more to its continued prosperous growth — to its perpetuated life — than the

organization of these admirable institutions. What offering to our beloved city, on this its 230th birthday as you have justly styled it, can we present to her more appropriate, more welcome, more auspicious of good, than the means of educating eight hundred of her daughters? Nor is it the birthday of our city alone. On this day, seventy-three years ago, the Constitution of the United States went forth to the people from the hand of the peerless Chief, who, whether in war or in peace, commanded all their respect and united all their affection. The best, the only hope under Providence, that we may long enjoy, we and our children, the blessings which it secures to us as a united, happy, and prosperous people, is in the intelligence, virtue, and enlightened patriotism of which these free schools are the great living fountain.

We are accused sometimes by our brethren in other parts of the country, and by our friends on the other side of the water, with being a little given to self-laudation. I don't think that the worst fault of a community, though it may be carried too far for good taste. But it implies at least the possession of something, which we not only ourselves think worthy of praise, but which we have reason to believe is held in esteem by others. But I really do not think we habitually over-praise the common schools of Boston. Not that they are perfect; nothing human is perfect; but I must think it as liberal, comprehensive, and efficient a system as the imperfection of human affairs admits. It aims to give to the entire population of both sexes a thorough education in all the useful branches of knowledge. If there is a class in the community so low that the system does not go down to them, it is for causes which no system, established by municipal authority in a free country, can overcome. In all cities as large as Boston, there must be some hundreds of unhappy children, such as those to whom I alluded last Saturday, (it makes one's heart bleed to see them,) whose wretched parents prefer sending them into the streets to beg, to gather chips, to peddle lozenges and newspapers, rather than to send them to

school. But with reasonable co-operation on the part of the parents, the city does certainly, as I have said, provide the means by which a thorough education, in all the elementary branches of useful knowledge, may be attained by all her children.

The cost at which this end is obtained, bears witness to the liberality of the city. I perceive by the Auditor's Report, that, for the last financial year, the expenditure on the schools, exclusive of school-houses, amounted to \$373,668.61; for school-houses, \$144,202.67, making a total of \$517,371.28; — \$17,871 over a half a million of dollars, for a single year, which I am inclined to think is, in proportion to our population, a larger expenditure for the purposes of education than is made by any city or people on the face of the globe. Supposing the population of London to exceed ours twelvefold, a proportionate expenditure on her part would be above six millions of dollars. What amount is raised by taxation in London for the support of schools, at the present time, I have not been able to learn. The last statement which I have seen pertains to the year 1851, in which it is said that the number of children, of both sexes, educated in schools supported by taxation, was 6,981, say 7,000. The proportion for Boston, on that scale, would be about 580, instead of more than 25,000 children, the actual number. It is not, of course, to be understood that there was no other provision for education in London in 1851; but the main dependence for higher education was, and is, on the endowed schools, and for the education of the masses on the Sunday schools maintained by the various religious denominations.

Much has been done for popular education in England of late years, but it is still in its infancy. The mass of the people in town and in country have no education but what they get at Dame Schools, as they are called, corresponding to our primary schools, or in common schools of a very humble character. They are doubtless of various degrees of merit, and I would not imitate the unfairness sometimes prac-

tised toward ourselves by our brethren abroad, in quoting exceptional cases as evidence of "a state of things." The following account of a common school in Liverpool is taken from a parliamentary report in 1838, at which time the population of Liverpool was not much below that of Boston at the present day. With respect to Dame Schools the report says: "It is not unusual to find the mistress of a Dame School gone out for the day, and her school left in charge of some neighbor or neighbor's child. Sometimes she is found washing at the back of the house; at other times the washing and drying are carried on at the school." As a specimen of a "common school," we are told that in a garret, up three pair of dark, broken stairs, in Liverpool, was a common school with forty children, in the compass of ten feet by nine. On a perch, forming a triangle with the corner of the room, sat a cock and two hens. Under a stump bed was a dog-kennel, occupied by three black terriers, whose barking, added to the noise of the children and the cackling of the fowls at the appearance of the stranger, was almost deafening. There was only one small window, at which sat the master, obstructing two thirds of the light. There are several schools in the same neighborhood, which are in the same condition, filthy in the extreme. One master, who stated that he used the globes, was asked if he had both or one only. "Both," was the reply; "how could I teach geography with one?" It appeared that he thought both necessary, because one represented one half, and the other the remaining half of the world. "He turned me out of his school," says the agent, "when I explained to him his error."

I would not be guilty of the injustice of quoting these as fair specimens of the Common Schools of England, though they appear to be quoted for that purpose in the Parliamentary Report. They are probably specimens of the very poorest schools, brought forward for the purpose of showing the need of reform. It seems hard to believe that such a school as that described, could have existed in Liverpool

forty years after the first Athenæum was founded in that city, by Roscoe, and seven years after that distinguished and enlightened citizen had closed his career.

The school-house, whose dedication we are assembled to witness, is for the accommodation of a girls' school; and this circumstance seems to invite a few words on female education. There is a good deal of discussion at the present day on the subject of Women's Rights. No one would be willing to allow that he wished to deprive them of their rights, and the only difficulty seems to be to settle what their rights are. The citizens of Boston, acting by their municipal representatives, have long since undertaken to answer this question in a practical way (always better than a metaphysical solution of such questions), as far as a city government can do it, by admitting the right of the girls to have, at the public expense, as good an education as the boys. It is not in the power of the city to amend our constitutions, if amendment it would be, so as to extend political privileges to the gentler sex, nor to alter the legislation which regulates the rights of property. But it was in the power of the city to withhold or to grant equal privileges of education; and it has decided that the free grammar schools of Boston should be open alike to boys and girls. This seems to me not only a recognition, at the outset, of the most important of Women's Rights, viz: equal participation in these institutions, but the best guaranty that, if in anything else the sex is unjustly or unfairly dealt with, the remedy will come in due time. With the acknowledged equality of woman in general intellectual endowments, though tending in either sex to an appropriate development, with her admitted superiority to man in tact, sensibility, physical and moral endurance, quickness of perception, and power of accommodation to circumstances, give her for two or three generations equal advantages of mental culture, and the lords of creation, as you, Mr. Chairman, have called them, will have to carry more guns than they do at present, to keep her out

of the enjoyment of anything, which sound reasoning and fair experiment shall show to be of her rights.

I have, however, strong doubts, whether, tried by this test, the result would be a participation in the performance of the political duties which the experience of the human race, in all ages, has nearly confined to the coarser sex. I do not rest this opinion solely on the fact that those duties do not seem congenial with the superior delicacy of women, or compatible with the occupations which nature assigns to her in the domestic sphere. I think it would be found, on trial, that nothing would be gained — nothing changed for the better — by putting the sexes on the same footing, with respect, for instance, to the right of suffrage. Whether the wives and sisters agreed with the husbands and brothers, or differed from them, as this agreement or difference would, in the long run, exist equally in all parties, the result would be the same as at present. So too, whether the wife or the husband had the stronger will, and so dictated the other's vote, as this also would be the same, on all sides, the result would not be affected. So that it would be likely to turn out that the present arrangement, by which the men do the electioneering and the voting for both sexes, is a species of representation, which, leaving results unchanged, promotes the convenience of all, and does injustice to none.

Meantime, for all the great desirable objects of life, the possession of equal advantages for the improvement of the mind is of vastly greater importance than the participation of political power. There are, humanly speaking, three great objects of pursuit on earth,— well-being, or happiness for ourselves and families; influence and control over others; and a good name with our fellow-men, while we live and when we are gone. Who needs be told, that, in the present state of the world, a good education is not indeed a sure, but by far the most likely means of attaining all the ends which constitute material prosperity,

competence, position, establishment in life; and that it also opens the purest sources of enjoyment? The happiest condition of human existence is unquestionably to be found in the domestic circle of what may be called the middle condition of life, in a family harmoniously united in the cultivation and enjoyment of the innocent and rational pleasures of literature, art, and refined intercourse, equally removed from the grandeurs and the straits of society. These innocent and rational pleasures, and this solid happiness, are made equally accessible to both sexes by our admirable school system.

Then for influence over others, as it depends much more on personal qualities than on official prerogative, equality of education furnishes the amplest means of equal ascendancy. It is the mental and moral forces, not political power, which mainly govern the world. It is but a few years since the three greatest powers in Europe, two on one side and one on the other, engaged in a deadly struggle with each other to decide the fate of the Turkish empire; three Christian powers straining every nerve, the one to overthrow, the two other to uphold the once great and formidable, but now decaying and effete Mohammedan despotism of Western Asia. Not less than half a million of men were concentrated in the Crimea, and all the military talent of the age was called forth in the contest. And who, as far as individuals were concerned, bore off the acknowledged palm of energy, usefulness, and real power in that tremendous contest? Not emperors and kings, not generals, admirals or engineers, launching from impregnable fortresses and blazing intrenchments, the three-bolted thunders of war. No, but an English girl, bred up in the privacy of domestic life, and appearing on that dread stage of human action and suffering, in no higher character than that of a nurse!

And then for fame, to which, by a natural instinct, the ingenuous soul aspires:

“ —— The spur, which the clear spirit doth raise,  
(The last infirmity of noble mind,)  
To scorn delights and live laborious days,”

need I say, that the surest path to a reputation, for the mass of mankind, is by intellectual improvement; and that in this respect, therefore, our school system places the sexes on an equality? Consider for a moment the spectacle presented by the reign of Louis XIV., the Augustan age of France, rich in the brightest names of her Literature, Philosophy, Politics, and War,—Pascal, Descartes, Corneille, Racine, Lafontaine, Molière, Bossuet, Fenelon, Bourdaloue, Massillon, Colbert, Condé, Turenne, Catinat. Among all these illustrious names there is not one that shines with a brighter or purer ray than Madame de Sevigné; not one whose writings are more extensively read by posterity; not one in whose domestic life and personal character all future ages will probably take a deeper interest. Most of the other distinguished individuals whom I have mentioned, we regard with cold admiration, as personages in the great drama of history. We feel as if Madame de Sevigné belonged to our own families. The familiar letters, principally to her daughter, written by this virtuous and accomplished woman, who preserved her purity in a licentious court, who thought with vigor and wrote with simplicity, earnestness, and true wit in a pedantic and affected age, have given her a place among the celebrities of France, which the most distinguished of them might envy.

Apart, then, Girls, from a preparation for the pursuits, duties, and enjoyments of life, which more especially pertain to your sex, in the present organization of society, you possess in these advantages of education the means of usefulness and (if that be an object) of reputation, which, without these, would be, in a great degree, monopolized by the stronger sex. The keys of knowledge are placed in your hands, from its elemental principles up to the higher branches of useful learning. These, however, are topics too familiar on occasions of this kind to be dwelt upon; and I will conclude by offering you my best wishes, that the reputation already acquired by the Dwight School for Girls may be maintained, under the new organization; that your improvement may be propor-

tioned to your advantages; that your progress may equal the warmest wishes of your teachers, parents, and friends; and that you may grow up to the enjoyment of the best blessings of this world, and the brightest and highest hopes of the world to come.

The dedicatory hymn written by W. T. Adams, Esq., Principal of the Boylston School, was then sung.

#### DEDICATORY HYMN.

God of our native land,  
We bless the gracious hand  
    That planted here,  
In peril's frowning night,  
The seeds of Wisdom's might,  
Whose full ears, glowing bright,  
    To-day appear.

We thank thee that thine arm  
Hath saved from every harm  
    Our Freedom's ark;  
That o'er the sea of time,  
Guided by Truth sublime,  
It comes, still in its prime,  
    Our age to mark.

Our City's natal day  
Doth worthy tribute lay  
    On Wisdom's shrine—  
This stately temple reared,  
In Learning's name revered,  
To bless our homes endeared,  
    With light divine.

We consecrate its halls;  
And write upon its walls  
    The honored name  
Of Learning's cherished friend,  
Whose lustre shall descend,  
And with it ages blend  
    Our nation's fame.

God of our native land !  
Stretch forth thy guardian hand  
O'er this fair fane ;  
And may it ever be  
A living fountain free,  
Whose waters, pure from thee,  
Flow not in vain.

Hon. Robert C. Winthrop, being called upon by the Chairman, responded as follows :—

I hardly know how to thank you, Mr. Chairman, for the call which you have made upon me. There is almost as much of cruelty as of kindness in it,—in view of the contrast which I am thus compelled to exhibit by following my illustrious friend who has just taken his seat. And yet I am not sorry to have an opportunity of saying, how peculiar a piece of good fortune I count it, that the first public occasion on which I have been privileged to meet my fellow-citizens since my return home, after more than a year's absence in foreign lands, should have been on this birthday of my native city, and at a ceremonial connected with the great cause of Free Popular Education. I have seen many gorgeous spectacles in other countries. I have seen imperial armies returning, in all the pride and pomp and circumstance of glorious war, from victories which Caesar might have envied. But I have seen no such group of happy children as that now before me, and I have heard no such voice as that which has just charmed us all. But I am here without the slightest expectation of being called on for a speech, and without the slightest preparation for meeting such a call. I came at your kind invitation, only to witness these interesting services, and to listen to one who never leaves anything appropriate unsaid. Let me only express the hope that this Institution may never do discredit to the name of him who furnishes the best living illustration of the advantages of our Free Common Schools, and whose

precepts and example are so worthy of being adopted and emulated by every son and daughter of Massachusetts.

In response to the call of the Chairman, very interesting speeches were made by President Felton, Rev. George Putnam, D. D., of Roxbury, and Rev. W. G. Eliot, D. D., President of Washington University, St. Louis. No adequate reports of the remarks of these gentlemen having been preserved, they are necessarily omitted from this sketch.



## ANNUAL SCHOOL FESTIVAL.



## ANNUAL SCHOOL FESTIVAL.

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THE Sixty-seventh Annual Festival of the Public Schools of Boston took place at Music Hall on the 24th of July, 1860. The audience in attendance was very large, occupying every available space for sitting or standing.

The spectacle presented to the eye of the spectator was one of surpassing beauty. The great feature of the celebration as on the two preceding festivals, was the musical performance of the pupils. On a vast stage erected for the purpose were seated, tier above tier, about twelve hundred children of both sexes, from ten to eighteen years of age. The greater part of the girls were dressed in white, and wore upon their heads wreaths of flowers and leaves.

The decorations of the hall were appropriate and tasteful. The noble statue of Beethoven which divided the stage into two parts, was adorned with wreaths and bouquets of brilliant flowers. Above it, against the wall, was a full-length portrait of Washington, loaned for the occasion by Paran Stevens, Esq. On either side were portraits of Franklin, Webster, and others, from the Athenæum. Opposite the platform,

and over the gallery, was a transparency with the inscription,

### SIXTY-SEVENTH FESTIVAL—1860.

Beneath were flags draped in a tasteful manner. Over the doors entering the gallery were the names of the men after whom the Public Schools have been called. In front of the galleries, and also in front of the balconies, were the names of the schools, and the date of their organization. Wreathes of evergreens were wound in front of the galleries; and festoons in black, white, and red, in front of the balconies.

The exercises commenced at 4 o'clock with a voluntary upon the organ, performed by J. C. D. Parker.

At its conclusion, prayer was offered by Rev. Baron Stow, D. D., of the Rowe Street Church.

The Lord's Prayer, a Gregorian chant, was then sung in unison by a choir of twelve hundred children, selected from the public schools. It was performed in a most effective manner, and excited the warmest approbation of the crowded audience. The singing was under the direction of Mr. Butler, one of the teachers of music in the public schools.

### ADDRESS OF REV. DR. STOCKBRIDGE.

Rev. John C. Stockbridge, D. D., Chairman of the Committee of Arrangements, and also the President of the day, then addressed the assemblage as follows:—

The pleasant duty devolves on me, this afternoon, of welcoming you all in the name of the Festival Committee, and

those whom they represent, to this, the Third Musical Festival of the Public Schools of our honored city. The gentlemen who have been charged with the pleasing service of making the necessary preparations for this occasion, have not been unmindful of the old injunction, "beware of the *third* time." They have given to their work an amount of care and thought and hard labor, of which, with the modesty which always belongs to city officials, it might be unbecoming for them to speak, but which, I am sure, is deserving all praise. Whether they have been successful in their efforts or not, it is for you to decide.

If we may judge from the desire everywhere expressed to be present on this festive occasion, and the unprecedented demand for tickets of admission to this Hall, we may venture to say that this Festival is *the* great municipal celebration of our city. Three weeks ago to-morrow,\* this Hall was crowded with an assembly of not far from four thousand persons, who came here to listen to the stirring tones of him whose oratory always entrances us, and holds us as if bound by a spell. The theme of the hour, the vindication of the fair fame and honor of our beloved country against the unjust aspersions cast on her by a British Peer, was worthy the occasion, and worthy the reputation of him, of whom it can so well be said, "*nihil tetigit, quod non ornarit.*" Those magic strains, those splendid outbursts of the purest eloquence still linger in our ears, and we venture here to pay our tribute of admiration to him whose master hand so successfully sweeps the chords of human hearts, and makes them vibrate in unison with his own harmonious thought and words. But another art comes upon the stage to-day to contest the palm with eloquence,—Music; the music of the human voice in the grand old chorals to which you will soon listen; the music of the organ, whose praises the poet Dryden has so eloquently sung; the music of this perhaps as perfect orchestral accompaniment as has ever appeared in public in

\* Fourth of July, 1860, Edward Everett.

this city,—Music is to make her appeal to you this afternoon. She comes with gentle, winning grace to you at this hour, and while she would not deprecate her sister art, she modestly asks if *she* has not a place in your hearts. She tells you that

“From harmony, from heavenly harmony,  
This universal frame began—  
From harmony to harmony,  
Through all the compass of the notes it ran,  
The diapason closing full in man.”

I know not but that she has too prejudiced an audience to which she makes her appeal. Who are these whose voices will shortly fill this vast space with melody? Though there will be a blending of these harmonious notes so perfect, that it will seem as if, from this amphitheatre, there came but one gush of rich concordant sounds, yet the nice, the keenly delicate ear of father or mother will detect the well-known voice of son or daughter. As the thought, like a magnetic power, goes all around this great throng, “those are the familiar tones of *my* child; heard at early morn, at noonday, and at the twilight hour; heard in the merry song, heard amid the praises of the sanctuary of the Lord, heard when my own spirit is joyful, heard when it is sad;” say, my friends, will not Music gain the victory over Eloquence, and though oratory may make the birthday of our nation a glad municipal occasion, Music, with her face all wreathed with beauteous smiles, will claim this Festival as *the* glad municipal occasion, best honored, most beloved by the city where she has found so welcome a home.

And then how delightful all the associations connected with this Festival! Before you, in bronze, stands the statue of him who, by my honored friend and associate, Dr. Upham, was, at our last Festival, so well styled “the Great Master of Harmony, presiding genius and High Priest of this Temple, standing never more appropriately than now, crowned

and garlanded in the midst of this garden of fresh young life,—the illustrious Ludwig Von Beethoven.” We recall his boyish days, when, impetuous and self-willed, he would not submit to the demands of a tyrannical father. We think of him as we do of his great countryman, Luther, escaping from the discomforts of his home, and finding the wants of his nature met in the congenial family of the Von Breunings. We trace the early development of his musical genius to the time of his appointment, at the age of fifteen, as organist in the chapel of the Elector of Cologne. We go with him to Vienna. We watch him as with the eccentricities of genius he lives on year after year, gaining fame but not money, adoring his art with the warm devotion of an enthusiast. We think of his want of sympathy with his more thrifty and worldly-wise brothers. We think of his laconic sayings, and we stop to wonder whether it be true what he says, “most people are *moved* to tears on hearing music, but these have not musicians’ souls; true musicians are too *fiery* to weep.” We feel for him as we feel for Milton, when he could see no more the sweet light of heaven, that, in the loss of the sense of hearing, he had met with one of the severest trials that could befall a lover of music. But, as in the case of the great poet, our sympathy becomes chastened when we learn from his own pen that, though the visual organ had lost its power, there passed before the eye of his mind scenes of indescribable glory and beauty,—so we rejoice that to the ear of the soul of Beethoven there were ever-coming strains of marvellous melody, making the desolate chambers of his heart to resound with music such as might have been sung by angelic choirs. We can understand what must have been frightful to musical ears, though he was unaffected by it, how discordant were the notes which would come *crashing* from the piano, as all unconsciously to himself, he rudely laid his left hand flat upon the keys, while with his right hand he was drawing forth the most exquisite music from the instrument; and especially how shocking it must have been to hear him impro-

vising on stringed instruments which, owing to his deafness, he could not tune. Though the knit brow and the shrugging shoulder must have told him how painful was the performance to his hearers, yet to his mind all was pure and harmonious. We follow the artist through his years of suffering and comparative poverty, down to that 26th of March, 1827, when, as it was most fitting for a man who had encountered so many of the tempests of life, he passed away during a severe hail-storm, in the fifty-seventh year of his age.

It may be well, moreover, to remind this audience that the music about to be sung by these twelve hundred chorister pupils, was the production of some of the greatest masters of the art of music. Luther, with his rough, honest, Saxon face, will stand out before us, as this vast assembly joins in singing Old Hundred. When, too, the sharp, ringing, forte, fortissime notes of that fine old choral, "Sleepers, wake! a Voice is Calling," fall on our ear, we will remember Bartholdy Felix Mendelssohn, the wonderful composer and pianist; and when we listen to the sublime tones of the "Gloria," we will think of him who ranks among the monarchs in the realms of music, Johann Chrysostomus Wolfgang Gotlieb Mozart.

Let me detain you no longer from the feast which awaits you. It will be my pleasure to introduce to you, as speakers on this occasion, two gentlemen not unknown to you, one whose life-long devotion to the cause of education has placed him at the head of our highest seat of learning,—President Felton of Harvard College; the other, whose labors as a Christian minister in this city still live in the memory of many of you, and who adorns so well the holy office which he now fills,—Bishop Clark of Rhode Island.

Gilmore's Band then performed a popular piece in a manner that elicited applause.

## BISHOP CLARK'S REMARKS.

Rt. Rev. T. M. Clark, D. D., Bishop of Rhode Island, was then introduced. He spoke, in substance, as follows:—

He commenced by stating that he was very much astonished on going home last evening, to find a letter from a newspaper office in Boston, asking for a copy of his speech, thus anticipating the labors of the reporters. Why, is the occasion to be so formal as that, the speaker asked himself. He had expected it would be an informal affair, but alas, how had he been mistaken! But he at least could congratulate those present on what was in store for them from his friend Felton.

We Americans, continued the speaker, are accused of having no taste for getting up *fêtes*. He had seen a President inaugurated, and he had seen one buried, at the Capitol. He had been at many celebrations of the Fourth July. He had witnessed the reception of Lafayette. He had also been a spectator to the triumphal career of Madison through New England, and after all he was inclined to believe the charge is true, that we have no real artistic taste in these public displays. He did not have the pleasure of witnessing the melancholy reception of the New York Aldermen to the Japanese, but presumed it presented little that was different from other like demonstrations. But as he stood here to-day he would defy the world to produce a display like this before him; to hear music like the deep tones of thunder, or like the sweet birds floating through the air. Could there be a sight more elevating and ennobling than this? Your sons and daughters have great privileges and blessings. The city of Boston gives to every boy and girl a sound, thorough education to start with in life,—a capital of knowledge which is far more valuable than any other that can be possessed.

This, said he, is a great day for some of us; it is so to the

young. Perhaps it is melancholy to some of you who have not won prizes. He had a word to say to such; if they had not been successful in this particular they had at least had the benefit of the drill, which is better than all the medals. The first men in Boston, those we most honor, had been equally unfortunate. He had lost the prize himself when a boy. Let them remember that it is not yet too late to win a prize more valuable than any which schools can give. They might even be benefited by the failure to which they now submitted. Those who got prizes perhaps would say, "We want none of your congratulations." But to such he would say, much would be expected of them. Often those who achieve this honor were content, and there rested. But if they stopped now, a medal would be a disgrace instead of an honor.

Those whom he now addressed would soon enter upon active scenes and struggles of life. They had sown seed the fruits of which they would reap forever. On leaving home for school he had planted two horse-chestnut trees. These are growing still. But one of them became twisted, and thus grew up misshapen and ugly; the other is beautiful. Now take care that you get no twist that will make you ugly instead of good and comely.

There is no place on earth where more privileges are enjoyed than here. A Boston school, he remarked, is a great institution. He had heard the other day that a school committee in Chicago were in danger of being turned out of office for introducing some of the features of the Boston system of schools, but he thought them an excellent standard,—just what we want and should have throughout the country. To afford this standard is the prerogative of the Boston schools. In his own boyhood days his impressions of Boston schools were that of a myth,—any but that of a pleasant nature. But where these schools stood forty years ago most of those in New England stand now, and where Boston stands now other schools may be expected to stand two or three centuries hence.

The children then sung the choral "Winchelsea," with an organ accompaniment, which was greeted with hearty and merited applause.

## PRESIDENT FELTON'S ADDRESS.

President Felton of Harvard College, was then introduced, and spoke as follows :—

I suppose I owe the invitation to be present on this beautiful and interesting occasion to my connection with the neighboring University. I thank you for recognizing that relation, and for giving me an opportunity to witness so delightful a spectacle. This hall is consecrated to music. There stands the statue of one of the greatest men who ever cultivated that noble art, the work of an illustrious American sculptor now no more. It is fitting that a festival of the schools should be held in such a place,—in this beautiful hall consecrated to Harmony. There is another reason which makes this a most appropriate place. Among the ancient Greeks—pardon me for recalling my old friends—music was not only a branch of general education, as it is with you, and in the judgment of the wisest men a most important branch on account of its mighty influence on the passions and the moral emotions, but it had a larger significance still, especially as used by Plato. It included in its meaning all that pertained to the culture of the muses; all that related to refinement, elegant letters, the fine arts. In Plato's conception the musical man was the man whose moral and intellectual nature was developed in a well-proportioned manner, and in harmony with the world around him.

Boston has many things of which she may justly be proud. She may be proud of her founders, who stand in the clear light of history among the noblest of men. They gave a character to the city which she has never lost. They founded schools, and helped to rear the college in the neighboring

town. Boston has glorious memories of the days of revolutionary strife,—memories of the eloquent word and the brave deed. Her sons were alike ready to gather in Faneuil Hall or the old South, to meet the momentous questions of those fearful days, and to stand upon the perilous edge of battle in the country's cause. But after all, the warfare against Ignorance and Vice is as noble as any in which men can engage. In this contest, the city of Boston has always borne a foremost part. She has lavished her treasures won from the fields of commerce, in raising barriers against the invasion of those formidable enemies. The numerous schools which she has established, of every grade from the Alphabet up to the Normal, the English High School, and the Latin School, are her best securities. Her army of teachers are her best defenders.

What constitutes a State ?  
Not high-raised battlements or labored mound,  
    Thick wall or moated gate ;  
Nor cities fair, with spires and turrets crowned ;  
    No ; men, high-minded men.

The object of our schools is to raise up a breed of men, high-minded men, such as old Alcæus, more than six centuries before Christ, described. Look to it, my young friends, that you do not disappoint the expectations we have a right to form, after such labors and sacrifices as the city has borne in your behalf. Remember another saying of still more ancient wisdom, that the gods have placed labor before excellence, and that if you would attain the latter, in any position of life, you must comply with the inexorable condition laid down by the heavenly powers. If you would win, and keep what you have won, you must work for it. By work you make the best part of life, the life of the intellect, more intense, while you double your capacities without exhausting your energies. Men talk of the shortness of life; and it is a most solemn and impressive thought that, in a few years more,

we shall all be borne to the silent land. I know nothing so striking as the contrast between Père la Chaise and the city of Paris, scarcely separated by the width of a street; the city of the dead by the side of the city of the living; or Mount Auburn, with its beautiful woods, its hills, and vales, and lakes, and the silent multitudes that sleep in its sepulchres, contrasted with the busy, throbbing life of this city.

We are constantly passing from the city of the living to the city of the dead: but while we abide here, it becomes us to waste no time in sloth or enervating indulgence.

Encircled by her heaven-bright band,  
On a rough steep doth Virtue stand,  
    And he who hopes to win the goal,  
To manhood's height who would aspire,—  
Must spurn each sensual, low desire,  
Must never falter, never tire,  
    But *on*, with sweat-drops of the soul.

We prolong our life by filling our minds with new thoughts and precious truths. We prolong our life, and enlarge our best enjoyments, by studying those literary works in which the most illustrious men of past ages still speak to us. We add to our acquaintance Homer and Æschylus, Plato and Aristotle, Cicero and Virgil and Horace, Dante and Tasso, Shakespeare and Milton. We may know them as intimately as if we had met them in living form in Ionia or Athens; in Rome, Florence, or London. We lengthen out our days, as it were, so as to include the ages in which they lived. My young friends, I hope you will all strive to be musical, not only in the sense of Beethoven, who looks down with such sweet gravity on this assembly, — and well he may, — but in the broader sense of Plato, by faithfully cultivating all your moral and intellectual power.

A choir from the Girls' High and Normal School then sung a selected piece, which was one of the gems of

the occasion. The audience demanded a repetition, but the President announced that time would not permit it.

The band then performed a piece which drew forth applause, but was not repeated.

The choral "Sleepers, wake! a voice is calling," from Mendelssohn, was then sung by the children, with organ and orchestral accompaniment. This was followed by the "Gloria" from the Twelfth Mass, which was a most excellent performance, and was greeted with the liveliest applause.

#### PRESENTATION OF BOUQUETS.

One of the most interesting ceremonies of the occasion — the presentation of bouquets to the medal scholars — here took place. Previous to this Mayor Lincoln addressed the audience as follows.

#### ADDRESS OF THE MAYOR.

In conformity with the proprieties of the occasion, it becomes my duty to say a single word by virtue of my official position. I suppose it will be universally conceded that to our system of public instruction Boston is indebted in a great measure for its prosperity at home, and its reputation and character abroad. Through her whole history the education of her children has been the prominent object of the affections of the people; it involves a large expenditure of public money, and demands much care and solicitude upon the part of those who have the control of public affairs.

The Annual School Festival is the crowning jubilee of the year. The flower of our youth is assembled in company with gratified parents and friends; it is an occasion looked for-

ward to with interest by young and old, and leaves an impression not easily effaced from the memory.

I can truly say to my fellow-citizens that we never have had better reason for congratulation than we have at this time upon the condition and character of our public schools. We are blessed with a corps of efficient and devoted teachers, who are ornaments to a profession which takes rank as one of the highest in the avocations of civilized life.

Our school committee consists of some of the most eminent citizens in professional and business circles, who are unwearied in their attention to the charge committed to them, and who have reason to be proud of the results of their labors.

Our pupils in a great measure realize the privileges which they enjoy, and are diligent in their studies, and encourage the most sanguine anticipations as to their future course and happiness.

The past year has left a record of many improvements in all departments of this service, and we come to its close with feelings of gratitude to all who have been interested in the great cause of public education in our city.

It has been the pleasant custom for many years for the Mayor, as the representative of the City Government, to take each of the Medal Scholars by the hand and present them a bouquet, as a symbol and token of the interest we feel in their success. We would congratulate them upon these emblems of good conduct and good scholarship which are glistening upon their necks; we trust that they will wear them with modesty, and that they will be incentives to still further excellence, not only in intellectual pursuits, but in all those virtues and graces which through all time are the most beautiful adornments of man or woman.

The medal scholars, who occupied the front seats in the balcony round the hall, now passed over the platform and received the beautiful floral tributes to their faithfulness and excellence in study. The ceremony

was attended by much applause, and was witnessed by parents, friends, and others with pride and pleasure. The teachers introduced their several scholars to the Mayor. During the presentations the Germania Band performed several popular airs.

The Old Hundredth Psalm was sung at the conclusion of these ceremonies, in the last stanzas of which the audience joined.

The exercises closed, at 7 o'clock, with a benediction from Rev. Dr. Bolles of the Church of the Advent.

The Committee of Arrangements are to be congratulated on the entire success of their labors. Their task was difficult, delicate, and laborious; but the *result* will, we feel sure, be more than a reward.

MEDAL SCHOLARS

AND

LAWRENCE PRIZES.



## FRANKLIN MEDAL SCHOLARS.

1860.

## LATIN SCHOOL.

Charles Willard Hagar,  
 Charles Pelham Greenough,  
 John Tucker Ward,  
 John Adams Blanchard, Jr.,  
 George Glover Crocker,  
 Frank Waldo Wildes.

## ENGLISH HIGH SCHOOL.

Henry B. Rice,  
 Thomas W. Hayden,  
 Edward H. Clark,  
 William A. Hovey,  
 Walter G. MacRae,  
 Charles J. Miller,  
 Charles W. Shelton,  
 Edward F. Wilder.

## ADAMS SCHOOL.

Michael McDonough,  
 Charles N. Alexander,  
 Wallace T. Fowler.

## BIGELOW SCHOOL.

Walter F. Abbot,  
 Henry Colford,  
 George W. Hooper,  
 Charles Lincoln, Jr.,  
 Ezra Perkins,  
 Richard W. Smith.

## BOYLSTON SCHOOL.

Jeremiah P. Sullivan,  
 Edward T. A. McManus,  
 Michael F. Hennessy,  
 James D. M. Auliffe,  
 Eugene J. Courtney,

Henry J. Colman,  
 Thomas H. Fenelon,  
 William Keefe,  
 John J. Coleman.

## BRIMMER SCHOOL.

Charles Healy Ditson,  
 Henry Sumner Bean,  
 Michael John Byrne,  
 Franklin Haven Gore,  
 James Charles Haynes,  
 Otis Kimball, Jr.,  
 Thomas Newell,  
 Frank Hargrave Pattee,  
 Henry Clay Pine,  
 Walter Everett Simmons,  
 William Henry Moriarty,  
 Andrew Otis Evans,  
 Francis Seaverns, Jr.

## CHAPMAN SCHOOL.

Abbot S. Coffin,  
 George W. Simpson,  
 John S. Woods,  
 John O. Hall,  
 William M. Woodside.

## DWIGHT SCHOOL.

Hazen J. Burton, Jr.,  
 John Schouler,  
 James E. Prince,  
 Arthur J. Colburn,  
 Charles A. Roberts,  
 William F. Gill,  
 Samuel B. Shapleigh,  
 John K. Simpson, Jr.,  
 Thomas Flemming,  
 William T. Myrick,  
 James F. Ramsey.

## ELIOT SCHOOL.

William Elbridge Burrows,  
Rufus Mosman Sherwin,  
Michael John Gleason,  
James Henry Noble,  
Timothy John McCarty,  
Joseph Babb,  
James Charles Doherty,  
Archelaus Smith Rich,  
Martin James Coleman,  
James Henry McFarland.

## LAWRENCE SCHOOL.

Charles R. Classen,  
Patrick I. Egan,  
Francis Hanscom,  
William C. Miller,  
E. A. Montgomery,  
Charles P. Poole.

## LINCOLN SCHOOL.

Frank M. Taylor,  
William R. Wiggin.

## LYMAN SCHOOL.

Charles E. Galacar,  
George H. Gruaby,  
Charles W. Goodwin.

## MAYHEW SCHOOL.

Herbert E. Richardson,

Edwin C. Mace,  
Peleg Aborn,  
Edward Copeland,  
A. Avery Brewster,  
Seth C. Chandler,  
Chester L. Eaton.

## PHILLIPS SCHOOL.

Arthur G. Davis,  
William S. Green,  
D. F. Pollard,  
J. H. Welch Stevens,  
John E. Horgan,  
George Arbogast.

## QUINCY SCHOOL.

Calvin S. Haynes,  
John Tyler, Jr.,  
Samuel W. Ropes, Jr.,  
Charles H. Taft,  
Edward G. Chamberlain,  
Charles F. Pidgin,  
Edwin E. Forrest,  
Samuel A. Foster,  
Frank A. Preston,  
Joseph Goddard,  
George O. Brown,  
John A. Wilson,  
Wm. H. H. Lawrence,  
George V. Ladd,  
George E. Sawyer.

## CITY MEDAL SCHOLARS.

1860.

## ADAMS SCHOOL.

Eliza M. Warren,  
 Angeline M. Copeland,  
 Annie L. Anderson,  
 Clara W. Johnson,  
 Helen S. Googins,  
 Harriette M. Partridge.

## BIGELOW SCHOOL.

Caroline T. Clapp,  
 Alice Danforth,  
 Ellen M. Fegan,  
 Abigail B. Kent,  
 Martha A. Lecompte,  
 Mary F. Mitchell,  
 Sarah S. Sherman.

## BOWDOIN SCHOOL.

Josephine Bartlett Beverly,  
 Lucy Jane Calef,  
 Amy Stone Capen,  
 Josephine Gertrude Clapp,  
 Lucy Houghton Eaton,  
 Mary Frances Grant,  
 Mary Elizabeth Herman,  
 Mary Emma Dilloway Jones,  
 Emily Clark Litchfield,  
 Mary Louise Lockley,  
 Ellen Jane Loring,  
 Sarah Caroline Harwood Rogers,  
 Eusebia Sabine Williams,  
 Isabella Augusta Woodbury.

## BOYLSTON SCHOOL.

Julia M. Driscoll,  
 Elizabeth A. C. Hennessy,  
 Catharine M. Sheehan,

Mary E. Carland,  
 Margaret E. Sheehan.

## CHAPMAN SCHOOL.

Jennie F. Reed,  
 Lucy B. Carver,  
 Annie M. Rollins,  
 Katie M. Bradford,  
 Maria T. Peterson,  
 Sophronia T. Greene,  
 Georgie M. Thompson,  
 Marcelia Wright.

## DWIGHT SCHOOL.

Emma F. Nightingale,  
 Mary A. Studley,  
 Charlotte R. Hart,  
 Catharine A. Neagle,  
 Sarah J. Pilsbury,  
 Margaret F. Dinsmore,  
 Sarah Gavett,  
 Jane M. Bullard,  
 Susan G. Storrs,  
 Mary A. Gavett,  
 Josephine A. Smith.

## FRANKLIN SCHOOL.

Maria L. Barney,  
 Lucy M. Blaney,  
 Hannah M. Brewer,  
 Ella P. Fitzgerald,  
 Annie C. Grant,  
 Abby H. Griffith,  
 Mary E. Lillgequist,  
 Sarah F. Mason,  
 Louisa F. Monroe,  
 Sarah H. Quimby,  
 Mary E. Weston,  
 Augusta Wing.

## HANCOCK SCHOOL.

Mary A. Barry,  
 Emma Clark,  
 Sarah E. Mair,  
 Mary J. Betteley,  
 Mary E. Skinner,  
 M. Amanda Mahan,  
 Harriet A. Casey,  
 Emily F. Eaton,  
 Elizabeth P. Boynton,  
 Josephine B. Hartson,  
 Caroline A. Perkins,  
 Helen Maria Nash,  
 Ellen S. Ayer,  
 Martha L. Hartson,  
 Kate S. Doane,  
 Josephine O. Paine.

## LAWRENCE SCHOOL.

Ellen A. Eaton,  
 Harriet E. Johnston,  
 Carrie F. Martin,  
 Cassie M. O'Neil,  
 Louisa A. Parker,  
 Mary E. Paul,  
 Martha S. Tucker,  
 Julia A. Vincent.

## LINCOLN SCHOOL.

Charlotte E. Bates,  
 Adelaide A. Hastings,  
 Mary C. Mann,  
 Prudence F. Palmer,  
 Margaret E. Sharp,  
 Amelia A. Smith,  
 Helen M. Southard.

## LYMAN SCHOOL.

Annie A. Lord,  
 Josephine S. Pickering,  
 Elizabeth E. Colby,  
 Sarah F. Elwell.

## WELLS SCHOOL.

Caroline F. Adams,  
 Anna Beal,  
 Annis M. Chipman,  
 Charlotte A. Davis,  
 Augusta L. Hoit,  
 Harriet S. Lothrop,  
 Caroline A. Marshall,  
 Statira P. Neal,  
 Harriet E. Newman,  
 Anna Spooner,  
 Helen F. Watson.

## WINTHROP SCHOOL.

Lavinia A. Bunton,  
 Laura P. Crane,  
 Helen M. Creech,  
 Clara A. E. Dolbeare,  
 Laura A. Farnsworth,  
 Anna M. Foster,  
 Alice Gilbert,  
 Abby K. Gould,  
 Annie I. Holmes,  
 Mary E. Holt,  
 Ella V. Latham,  
 Emily E. Maynard,  
 Lucy F. Murtagh,  
 Annie L. Pierce,  
 Emma Rolfe,  
 Ella M. Seavers,  
 Eunice A. Tirrell,  
 Alice W. Twombly,  
 Emma K. Valentine.

## LAWRENCE PRIZES.

1860.

## LATIN SCHOOL.

*For Declamation, First Prize.* T. C. Mullin.*Second Prizes.* John A. Blanchard, Jr., Thomas Waterman, Jr.*Third Prizes.* George C. Crocker, Frank W. Wilder.*For Exemplary Conduct and Fidelity.* William C. Ireland, Francis C. Gray, Benj. L. M. Tower.*For Exemplary Conduct and Punctuality.* Geo. W. Eaton, Arthur Brooks, William B. C. Stickney, Charles P. Lombard, James H. Dodge, Alfred C. Vinton, Sumner Paine, Abbott P. Wingate, James R. Carret, Matthew Harkins, Willard A. Nichols, William Homer.*For Excellence in the Classical Department.* Charles W. Hagar, Sumner Paine, Moorfield Story, Frederic A. Beck, Charles D. Palmer, Thomas D. Demond.*For a Latin Ode.* Richard H. Derby.*For a Translation from English into Latin Verse.* Sumner Paine.*For a Latin Essay.* John A. Blanchard, Jr.*For a Translation into Greek.* Charles W. Hagar.*For an English Essay.* Thomas Waterman, Jr.*For an English Poem.* John T. Pratt.*For a Poetical Translation from Horace.* James S. Kimball.*For a Translation from Sallust.* A Second prize, to J. P. L. Thorndike.*For a Translation from Caesar.* Arthur Brooks.*For a Translation from Viri Romæ.* A Second prize, to Matthew Harkins.

## ENGLISH HIGH SCHOOL.

*For Dissertations.* First prizes, T. W. Hayden, F. H. Shapleigh; Second prizes, M. P. Stafford, E. H. Clark.

*For Declamation.* First prizes, M. P. Stafford, Samuel Baker; Second prizes, W. H. Nichols, F. H. Nazro; Third prizes, E. H. Clark, A. B. Brown.

*For Excellence in the Scientific Department.* C. J. Miller, W. A. Hovey, C. W. Perkins, P. W. Freeman, Jr., E. H. Miley, C. L. Whitecomb, W. S. Gunnison, A. Hobart, C. H. Demerritt, P. S. Scofield, C. W. Burnett, Frank K. Neal, W. Bellamy, A. Drew, W. B. Joslin, W. Crosby.

*For Excellence in the Literary Department.* T. W. Hayden, W. G. MacRae, G. P. Dupee, W. G. Farlow, F. H. Shapleigh, F. Brooks, G. Spencer, E. H. Clark, H. C. Rice, C. H. Foster, C. Davis, M. P. Stafford, H. D. Stanwood, L. A. Cole, J. H. Beck, T. R. Stinson, C. A. Swett, W. H. Dale.

*For Diligence and Excellence in Deportment.* A. W. Worthley, C. E. Ridler, S. S. Everett, G. W. Abbott, F. H. Nazro, J. B. Stetson, A. B. Brown, S. Baker, C. H. Eaton, C. M. Carpenter, J. S. Kingman.

P L A N S

O F

PRIMARY SCHOOL HOUSES.



## REPORT OF THE COMMITTEE ON PUBLIC INSTRUCTION.

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*In Common Council, Oct. 25, 1860.*

The Committee on Public Instruction, in pursuance of their duties, initiating the construction of new buildings for the public schools, have been called to observe the lack of uniformity in the plans of the buildings already built, as well as those projected, especially in respect to primary school houses. Viewing this defect in our system of education as one of the utmost importance to be corrected, the Committee have requested the Superintendent of Public Schools, in conjunction with Mr. G. J. F. Bryant, Architect, to prepare a series of model plans for primary school houses. These plans have been submitted, with a statement of the advantages they present, by the Superintendent. The Committee have examined the plans with approbation, and now submit them, together with the Report of the Superintendent, to the City Council, in order that, if they shall meet general favor, they may be placed in such permanent form that future committees and councils may have their full benefit.

For the Committee.

THOMAS C. AMORY, JR., *Chairman*

REPORT OF THE SUPERINTENDENT OF  
PUBLIC INSTRUCTION.

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OFFICE OF SUPERINTENDENT OF PUBLIC SCHOOLS, }  
Boston, March 5, 1860. }

TO THE COMMITTEE ON PUBLIC INSTRUCTION.

GENTLEMEN: Agreeably to your request, I have, in conjunction with G. J. F. Bryant, Esq., prepared several plans of primary school buildings, and herewith respectfully submit the same for your consideration. I beg leave, also, to present the following remarks in explanation of the Plans, and of some of the objects kept in view in preparing them.

A building best adapted for our present system of primary school organization, where it is fully carried out, would be large enough to accommodate one school of each grade, or six schools,—a separate school-room, with its necessary appendages, being provided for each school. But a perfect uniformity in the arrangements of the schools of a city is seldom practicable or expedient, although the same *principles* of gradation should be kept in view. Hence, it may be found desirable to erect buildings containing one, two, three, four, six, or eight rooms, the essential features and purposes of all being the same. In accordance with these views, ground plans of buildings of these different sizes are herewith presented.

The kind and grade of school to be accommodated being well understood, the next thing to be settled is the number of pupils to be provided for in a room. Our regulations do not fix definitely the maximum number of pupils for a primary school. The precise language is this: "The schools shall contain, as nearly as practicable, an equal number of pupils; it being desirable that the average number of daily attendants should be fifty to each teacher."\* Many of our school-rooms contain sixty seats, but it is now generally understood that fifty-six is a complement. This number is certainly large enough, and it should be diminished rather than increased.

Fifty-six being the number of pupils to be accommodated, the arrangement of the desks for this number is the next thing to be done. The best mode of disposing of them seems to be to make seven rows with eight in a row. Arranged in this way, they will occupy a space in the form of a rectangle, of which the longest side will be parallel with the teacher's platform. Each desk is one foot and a half long. The centre aisle should be two feet wide, and each of the others, sixteen inches. A chair and desk together require a little more than two feet from front to back. Fifty-six desks and chairs, with the above dimensions and arrangements, would occupy a rectangle twenty-two feet by fifteen. In the rear, and on the sides of the space appropriated to seating, there should be a space not less than three feet wide. The teacher's platform should be at least five feet wide, and the area between the scholars' desks and the platform should be at least as wide. These measures will require a room twenty-eight feet square in

\* This rule has been changed so as to make fifty-six the maximum number.

the clear. The height should be twelve feet in the clear. This size gives one hundred sixty-eight cubic feet of air to each child, which would be sufficient to last thirty-nine minutes without a fresh supply. The plan entitled "Model Room," herewith submitted, represents the arrangements above described.

An inspection of this plan will show that provision is made for blackboards in the rear and in front of the pupils, and for light on both sides. When practicable, the light should be admitted on the left side of pupils as they sit, in preference to the right side. If light can be admitted only on one side of the room, the pupils should be seated with their backs towards it. This room is planned on the supposition that architectural considerations will make it necessary to admit the light on two opposite sides of the room, rather than on two adjacent sides. If the light is admitted on opposite sides, as in this Plan, the seating should be so arranged that the blank walls may be in front and rear, while the windows are on the right and left of the pupils as they sit.

Whatever may be the size or number of rooms in the building, each school-room should have attached to it a clothes closet. It is desirable that this closet should be accessible both from the entry and school-room. This closet should be from four to five feet in width, and about fifteen feet in length, and lighted by a window. The arrangement of the closet with reference to the entry and school-room, which seems to be most desirable, is shown in the accompanying plans.

I have given twenty-eight feet square as the minimum size of a Primary School-room for fifty-six pupils, but I do not mean to say that the propor-

tions may not be varied somewhat to suit the shape of the lot.

Plan No. 6 is substantially the plan of the new school house about to be erected on Poplar Street. It was made to conform to the size and form of the lot; the principles stated above being applied as far as practicable. The closets are of sufficient size, and they are well lighted, though they are accessible only through the school-rooms. The teacher's room, though small, is a desirable element. The playground in the rear is reached through the basement, which is well lighted.

The accompanying plans were drawn by G. J. F. Bryant, Esq., whose experience in this branch of architecture makes his advice very valuable. He has also furnished the mechanical descriptions hereto appended.

Respectfully submitted by

JOHN D. PHILBRICK,

*Supt. Pub. Schools.*

March 8, 1860

## LETTER OF GRIDLEY J. F. BRYANT.

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BOSTON, March 4, 1860.

JOHN D. PHILBRICK, Esq.,

*Superintendent of the Public Schools.*

SIR: In conformity to the vote of the "Committee on Public Instruction," that I should prepare, under your direction, a series of designs for the *interior arrangement* of the Primary School houses of this city, to be adapted for large and small districts, and to larger or smaller sites, and intended to be reported to the City Council for their sanction, as "model" buildings for the guidance of the Committees having the matter of contracting for new Primary School houses in charge, I beg to hand you herewith several sets of designs prepared in accordance with your general suggestions of arrangement, made to me at our recent interview. I accompany the drawings which illustrate said designs with a "mechanical description" of the arrangement of the rooms, closets, staircases, halls or entries, windows, doors, and other interior details, which it is presumed will convey to the Committee on Public Instruction a clear idea of the various conveniences afforded by the designs.

I accompany the drawings of the houses with a plan of a "model school-room," made from your instructions,

showing your views of dimensions, position of seating, windows and doors, and platform; and would remark that the plans of the first five school houses are made with reference to the introduction of your "model room" aforesaid.

Respectfully submitted.

GRIDLEY J. F. BRYANT.

## MECHANICAL DESCRIPTION

OF THE INTERIOR ARRANGEMENT OF SEVERAL DESIGNS PREPARED FOR MODEL PRIMARY SCHOOL HOUSES, BY A VOTE OF THE COMMITTEE ON PUBLIC INSTRUCTION OF THE CITY OF BOSTON, UNDER THE DIRECTION OF JOHN D. PHILBRICK, SUPERINTENDENT OF THE PUBLIC SCHOOLS, BY GRIDLEY J. F. BRYANT, ARCHITECT.

The designs aforesaid are illustrated by drawings numbered respectively, one, two, three, four, five, and six as follows.

*Drawings No. 1 and 2* show a building containing one room only on each story, and is designed of two or three stories in height, accommodating two schools in the one case, and three schools in the other. Its external dimensions are  $31\frac{1}{2}$  by 46 feet. Each of its stories will contain one school-room of 28 by 28 feet square; a clothes closet of  $13\frac{1}{2}$  by  $4\frac{1}{2}$  feet; a hall of 14 by 14 feet; and a staircase 9 by 14 feet.

*Drawing No. 3* shows a building containing two rooms on each story, and is designed of two stories in height, accommodating four schools. It has a porch projection on one side of the main body, for staircases, hall, &c., which measures  $42\frac{1}{2}$  by 10 feet, and the main body measures  $60\frac{1}{2}$  feet by  $36\frac{1}{2}$  outside dimensions. Each story contains two school-rooms 28 by 28 feet square; two clothes closets each  $4\frac{1}{2}$  by 15 feet; a hall 15 by  $14\frac{1}{2}$  feet; and two staircases each occupying 9 by 12 feet.

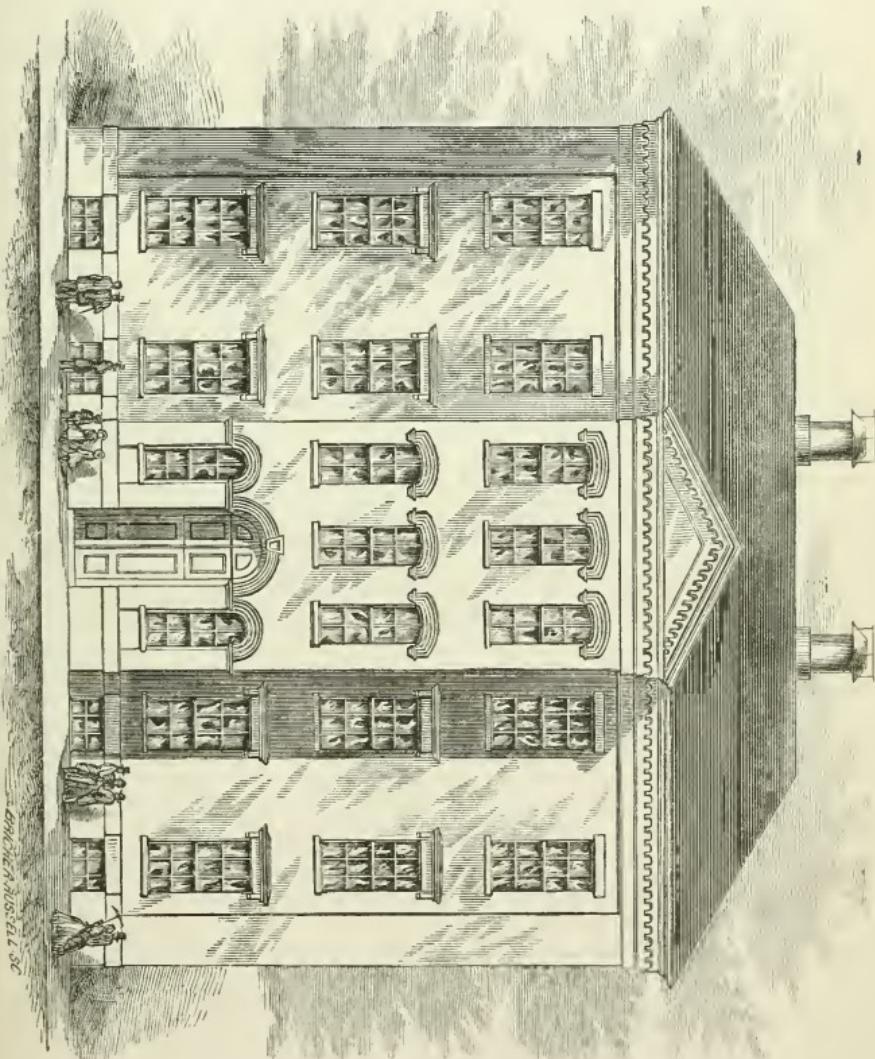
*Drawing No. 4* shows a building containing three rooms on each story, and is designed of two stories in

height, accommodating six schools. It has a main part, in which four of said school-rooms are arranged; and an L part, in which two school-rooms are arranged. The outside dimensions of the main part are  $31\frac{1}{2}$  feet by 80 feet, and of the L part,  $31\frac{1}{2}$  by 35. Each story contains three school-rooms, each 28 by 28 feet square; three clothes closets, each 14 feet by 5; a hall 21 by  $13\frac{1}{2}$  feet; and staircase  $14\frac{2}{3}$  feet by 10 feet.

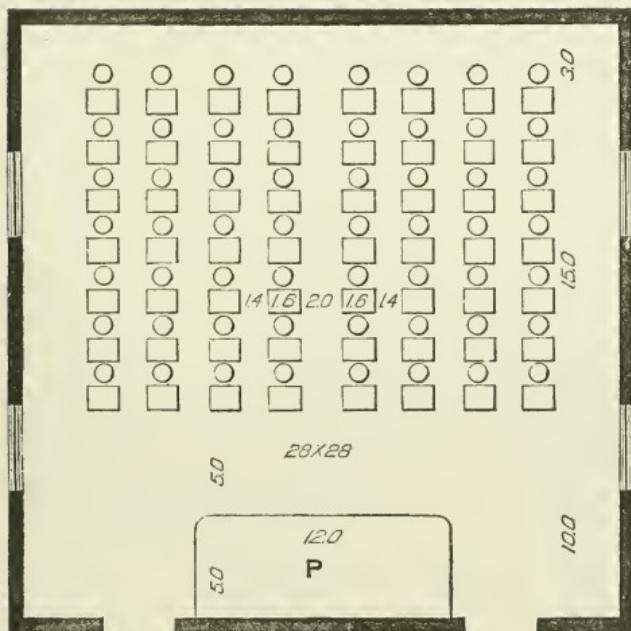
*Drawing No. 5* shows a building containing four rooms on each story, and is designed of two stories in height, accommodating eight schools. Its external dimensions are  $60\frac{1}{2}$  by 80 feet. Each of its stories will contain four school-rooms, each 28 by 28 feet square; four clothes closets, each  $4\frac{1}{2}$  by 15 feet; a hall  $18\frac{2}{3}$  by  $26\frac{1}{2}$  feet; and two staircases, each 9 by  $15\frac{2}{3}$  feet.

*Drawing No. 6* shows a building containing two rooms on each story, and is designed for two or more stories in height. Its external dimensions are 34 by  $60\frac{1}{2}$  feet. The school-rooms are  $20\frac{3}{4}$  by 33 feet square; clothes closets, 12 by 6 feet; hall,  $12\frac{1}{2}$  feet wide. Besides the main body, there is a projection on the front side, in each story, and containing in the first story an entrance doorway and two teacher's rooms, each 5 by  $5\frac{3}{4}$  feet square, and two teacher's rooms in each of the other stories of same size. Each school-room will accommodate 56 scholars with single desks. The staircases are conveniently arranged for access to the playrooms and furnace rooms in the basement, and to the yards in rear.



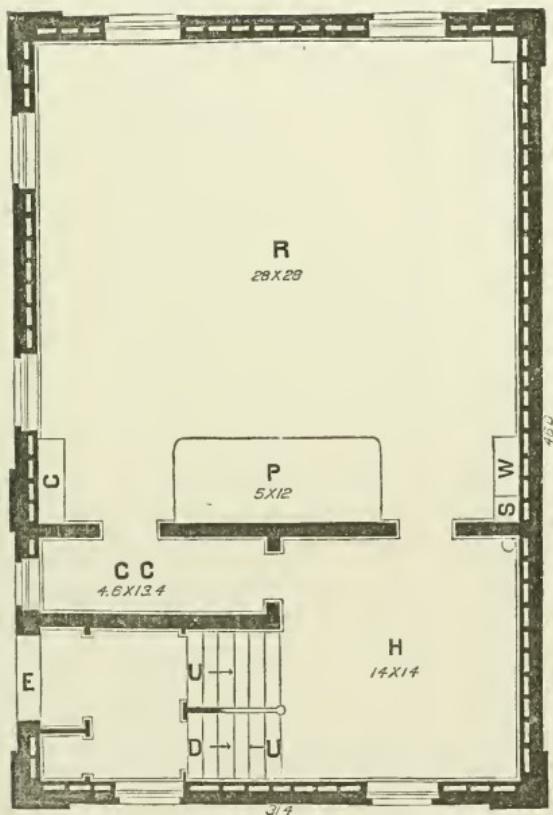






MODEL ROOM.

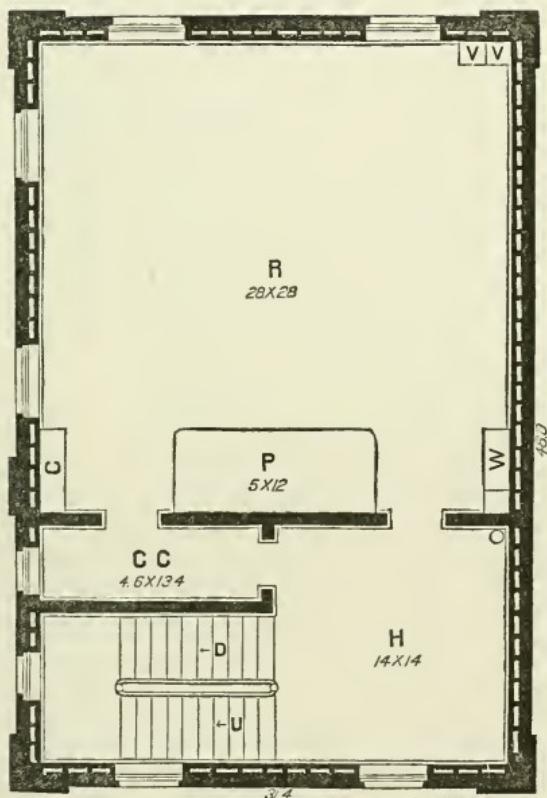




No. 1.—FIRST STORY.

R.—School-room. P.—Platform. C.—Cabinet. W.—Wardrobe.  
S.—Ventilator in connection with smoke-pipe.





## No. 2.—SECOND STORY.

R.—School-room.

P.—Platform.

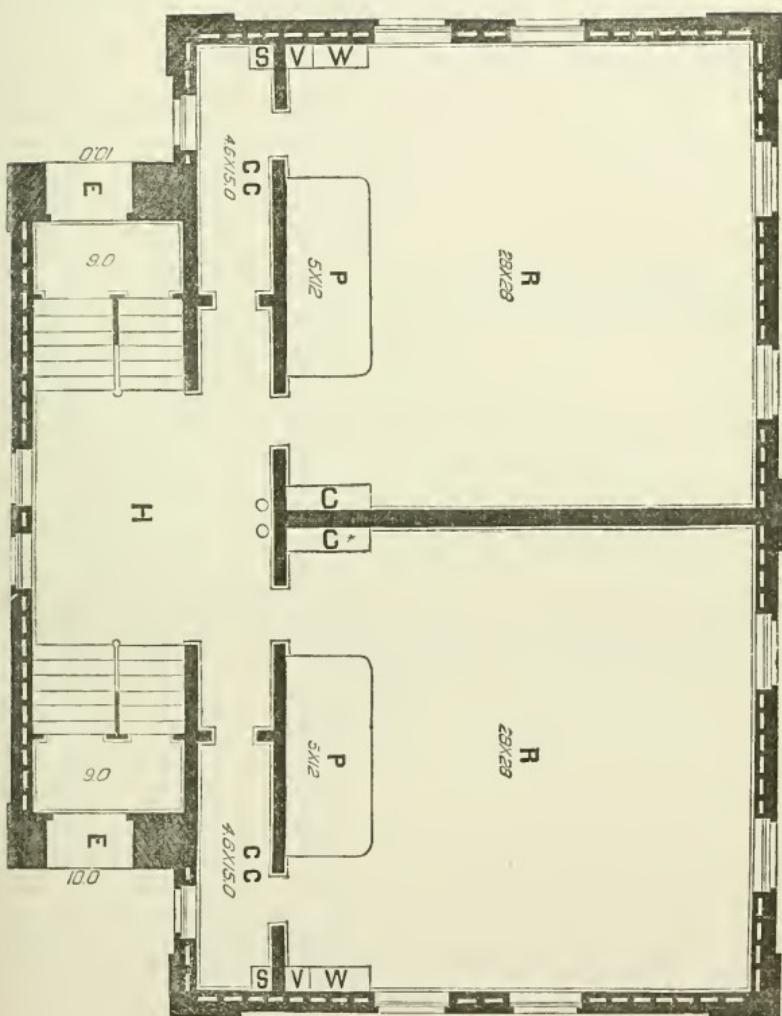
C.—Cabinet.

H.—Hall.

W.—Wardrobe with Ventilator adjoining.

V.—Extra Ventilator.





No. 3.

R.—School-room.

P.—Teacher's Platform.

W.—Wardrobe.

V.—Ventilator.

C.—Cabinet.

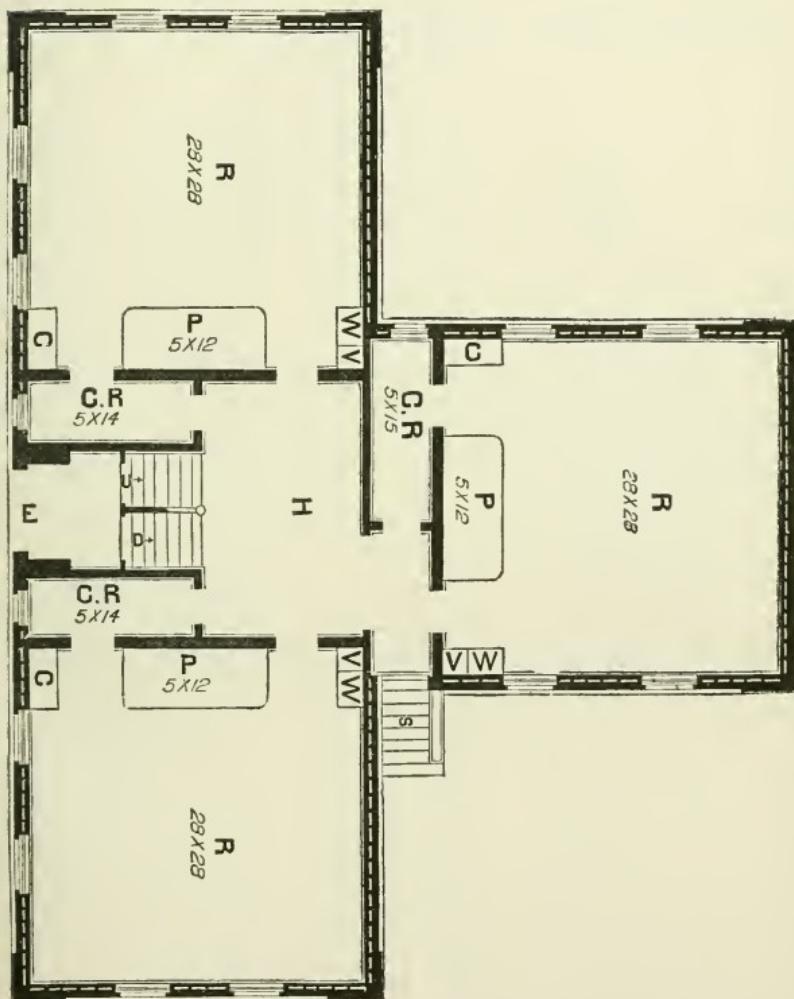
S.—Sink.

C. C.—Clothes Closet.

H.—Hall.

E.—Entrance.





No. 4.

R.—School-room.

W.—Wardrobe.

C.—Cabinet.

H.—Hall.

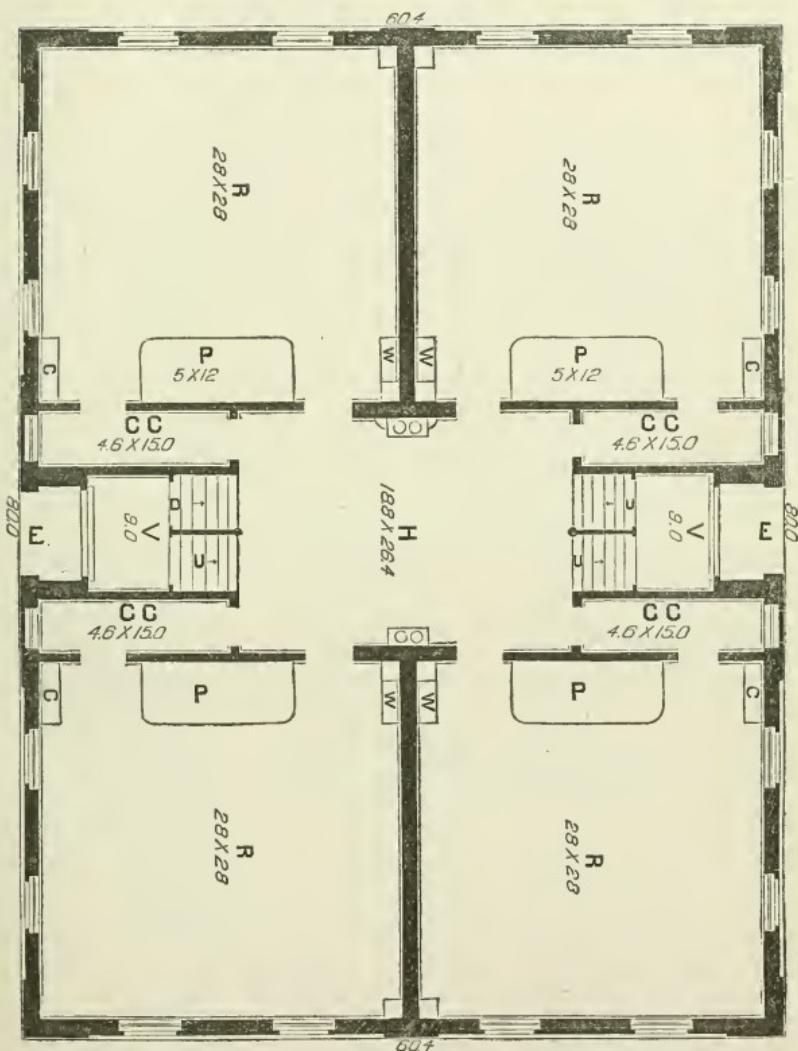
P.—Platform.

V.—Ventilator.

C. R.—Clothes Room.

E.—Entrance.





No. 5.

R.—School-room.

C. C.—Clothes Closet.

P.—Platform.

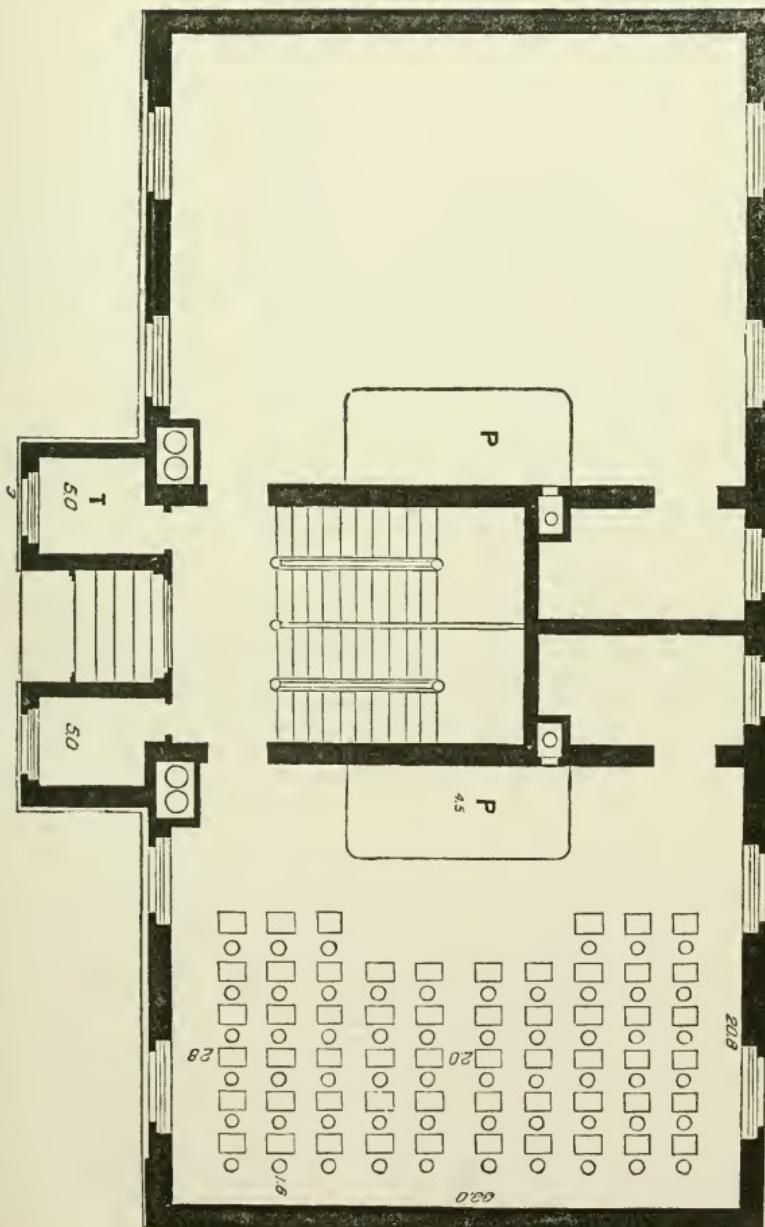
V.—Vestibule.

W.—Wardrobe.

C.—Cabinet.

E.—Entrance.





No. 6.



RULES OF THE SCHOOL COMMITTEE,

AND

REGULATIONS OF THE SCHOOLS.



## SCHOOL COMMITTEE.

---

The following special provisions in regard to the number of the School Committee, the manner in which they shall be chosen, their terms of service, and their powers and duties, are contained in the City Charter, from which the following Sections are copied.

“ SECT. 53. The School Committee shall consist of the Mayor School Committee. of the City, the President of the Common Council, and of the persons hereinafter mentioned. A majority of the persons duly elected shall constitute a quorum for the transaction of business; and at all meetings of the Board, the Mayor, if present, shall preside.

“ SECT. 54. At the annual election next after the passage of this act, the qualified voters of each ward Election of School Committee. shall be called upon to give in their ballots for six inhabitants of the ward, to be members of the School Committee; and the two persons who receive the highest number of votes, or, in case more than two receive an equal number of votes, the two persons who are senior by age, shall hold their office for three years from the second Monday in January next ensuing, and the next two persons who receive the highest number of votes, or who are senior by age in the contingency aforesaid, shall hold their office for two years from said date, and the two other persons shall hold their office for one year from said date; and at every subsequent annual election, two persons shall be chosen in each ward, to be members of the School Committee for the term of three years.

“ SECT. 55. The persons so chosen as members of the School Committee, shall meet and organize on the second Monday of January, Organization of School Committee at such hour as the Mayor may appoint. They may choose a secretary and such subordinate officers as they may deem expedient, and shall define their duties, and fix their respective salaries.

“ SECT. 56. The said Committee shall have the care and management Duties of School Committee. of the public schools, and may elect all such instructors as they may deem proper, and remove the same whenever they consider it expedient. And generally they shall have all the powers,

in relation to the care and management of the public schools, which the selectmen of towns or school committees are authorized by the laws of this Commonwealth to exercise."

**Elections.**

"SECT. 24. The Board of Aldermen, the Common Council, and the School Committee, shall have authority to decide upon all questions relative to the qualifications, elections, and returns of their respective members."

**Vacancies, &c.**

The statute of May 30, 1857, chap. 266, makes the following provisions concerning vacancies in School Committees.

"SECT. 1. Whenever any member or members of the School Committee of any city or town shall decline further service, or from change of residence or otherwise shall become unable to attend to the duties of said Board, the remaining members thereof shall, in writing, give notice of the fact to the selectmen of the town, or to the Mayor and Aldermen, if it be a city; the two Boards shall, then, after giving public notice of at least one week, proceed, by joint ballot, to fill such vacancy or vacancies; and a majority of the ballots of all persons entitled to vote shall be held to be necessary to a choice at such election.

"SECT. 2. The same proceedings as above prescribed shall be had in case of a vacancy caused by the refusal of any person, elected as member of any school committee, to accept said office, after having been notified of such election according to the two hundred and eighty-third chapter of the acts of eighteen hundred and fifty-three; and in case all the persons elected as members of the School Committee shall, after such due notice, decline accepting said office, or, having accepted thereof, shall afterwards decline further service, the selectmen, or the Mayor and Aldermen, shall, after giving due public notice, proceed, by ballot, to elect a new Board; and the votes of a majority of the entire board of selectmen, or of Mayor and Aldermen, shall be necessary to an election.

"SECT. 3. Any person elected in accordance with the provisions of this act shall have the same powers and duties as if he had been chosen a member of the School Committee in any other legal manner: *provided, however,* that in all cases the term of service of such member shall end with the municipal or official year in which he may be chosen; and if the vacancy was in the first instance for a longer period, it shall, at the first annual election after the occurrence of said vacancy, be filled in the manner prescribed for original elections to the School Committee."

# RULES

OF THE

## BOARD OF SCHOOL COMMITTEE.

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### CHAPTER I.

#### *Organization of the Board.*

SECTION 1. At all meetings of the Board of School Committee, the Mayor, styled President, shall preside; in his absence, the President of the Common Council <sup>Organization of the Board.</sup> shall preside; and in the absence of both the Mayor and President of the Common Council, a President *pro tempore* shall be chosen by ballot.

SECT. 2. At the first meeting in each year, the Board shall elect a Secretary by ballot, and fix his salary for the ensuing year; and the President shall appoint, subject to the approval of the Board, the following Standing Committees of five members each, viz: 1. On Elections;—2. On Rules and Regulations;—3. On Accounts;—4. On School Houses;—5. On Salaries;—6. On Text-Books;—7. On Music; <sup>Standing Com-</sup> <sub>mittees.</sub> and the following, of thirteen members each, one member to be selected from each of the twelve wards of the city, viz:—1. On the Latin School;—2. On the English High School;—3. On the Girls' High and Normal School.

SECT. 3. For convenience in the management of the <sup>Districts.</sup> Grammar and Primary Schools, the city shall be divided into as many Districts as it has Grammar Schools; each District shall take its name from the Grammar

District Committees.

Chairmen of sub-committees.

Annual and quarterly meetings

Quorum.

Vacancies in the Board.

School within its boundaries; the President shall appoint, at the first meeting of the Board in each year, and subject to its approval, a Standing Committee on each District, whose number, in each case, shall be proportionate to the number of schools in the District.

SECT. 4. The member first named on any committee, shall be the chairman thereof; except that the Committee on the Latin School, on the English High School, on the Girls' High and Normal School, and each District Committee, shall respectively elect its own chairman.

SECT. 5. The Board shall hold its annual meeting for the election of teachers on the second Tuesday in June, and three other stated quarterly meetings on the second Tuesday in March, September, and December, at four o'clock, p. m., at such place as the President may appoint; and the Board may hold special meetings whenever they are deemed necessary.

SECT. 6. For a quorum, a majority of the Board must be present; but a less number may vote to send for absent members, and to adjourn. Whenever the Board is obliged to wait, after the hour appointed for the meeting, for a quorum to begin business, or whenever it has to suspend business and adjourn for want of a quorum, the roll shall be called and the names of the absentees recorded by the Secretary.

SECT. 7. Whenever a vacancy occurs in this Board, a Committee shall be appointed, consisting of two members from the ward in which the vacancy exists, and three at large, who shall consult with the Alderman of said ward, or with the Chairman of the Board of Aldermen, in case the ward is not represented in that branch, and report to this Board, on or before the day of election, the name of a suitable candidate to fill said vacancy.

## CHAPTER II.

*Powers and Duties of the President.*

SECTION 1. The President shall take the chair <sup>Opening of meetings.</sup> precisely at the hour appointed for the meeting of the Board, and shall call the members to order, and, on the appearance of a quorum, he shall cause the records of the last meeting to be read, and shall proceed to business in the following order, and shall not depart from it unless authorized by a vote of the Board.

1. Papers from the City Council; Order of business.
2. Unfinished business of preceding meetings;
3. Nomination and Confirmation of Teachers;
4. Reports of Committees;
5. Motions, Orders, Resolutions, Petitions, &c.

The Nomination and Confirmation of teachers shall be called for in the order of the Districts.

SECT. 2. The President shall preserve order and <sup>Duties of the President.</sup> decorum in the meetings; he may speak to points of order in preference to other members, and shall decide all questions of order, subject to an appeal to the Board, on motion of any member regularly seconded, and no other business shall be in order till the question on the appeal shall have been decided.

SECT. 3. When two or more members rise to speak <sup>same.</sup> at the same time, the President shall name the member who may speak first.

SECT. 4. He shall rise to address the Board, and <sup>same.</sup> to put a question, but may read sitting. He shall declare all votes; but if any member doubt the vote, the President, without debate, shall require the members voting to rise and stand until they are counted, and he shall declare the result.

Committee of  
the Whole.

SECT. 5. The President shall appoint the chairman when the Board goes into Committee of the Whole; at any other time he may call any member to the chair, but such substitution shall not continue longer than one meeting. He may express his opinion on any subject under debate; but in such case, he shall leave the chair, and shall not resume it while the same question is pending; but he may state facts, and give his opinion on questions of order, without leaving his place.

Yea<sup>s</sup> and nays.

SECT. 6. The President shall take the sense of the Board by *Yea<sup>s</sup> and Nays*, whenever *one fifth* of the members present sustain a motion therefor.

Motions.

SECT. 7. All questions shall be propounded by the President in the order in which they are moved, unless the subsequent motion shall be previous in its nature; except that in naming sums and fixing times, the largest sum and the longest time shall be put first. After a motion is seconded, and stated by the President, it shall be disposed of by vote of the Board, unless the mover withdraw it before a decision or an amendment.

Motion to  
adjourn.

SECT. 8. The President shall consider a motion to adjourn as always in order, except when a member has the floor, or when a question has been put and not decided; and motions to adjourn, to lay upon the table, and to take from the table, shall be decided without debate. Any member who moves to adjourn to a day certain, shall assign his reasons for so doing.

Previous  
question.

SECT. 9. He shall put the previous question in the following form: "Shall the main question be now put?" and all amendments or further debate on the main question shall be suspended until the previous question shall have been decided. Nor shall any member be allowed to speak on the "previous question" more than once without leave of the Board.

SECT. 10. Whenever in his opinion it is necessary, <sup>Call of special meetings.</sup> the President *may*, and at the written request of any five members, he *shall* call a special meeting of the Board; but no meeting of the Board shall be called on shorter notice than twenty-four hours.

SECT. 11. All Committees shall be nominated by <sup>Appointment of committees.</sup> the President, unless otherwise ordered by the Board.

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### C H A P T E R III.

#### *Rights and Duties of Members.*

SECTION 1. When any member is about to speak in <sup>Duties of members in debate.</sup> debate, or to present any matter to the Board, he shall rise in his place, and respectfully address the President; shall confine himself to the question under debate, and avoid personality. No member in debate shall mention another by his name, but may describe him by the ward he represents, the place he sits in, or such other designation as may be intelligible and respectful.

SECT. 2. No member while speaking shall be interrupted by another, but by rising to call to order, or to correct a mistake. But if any member, in speaking or otherwise, transgress the Rules of the Board, the President *shall*, or any member *may*, call him to order; in which case the member so called to order shall immediately sit down, unless permitted to explain; and the Board, if appealed to, shall decide on the case, but without debate.

SECT. 3. If the Board shall determine that a member has violated any of its Rules, he shall not be allowed to speak, unless by way of excuse for the same, until he shall have made satisfaction therefor. <sup>Violation of rules.</sup>

**Rules of debate.** SECT. 4. No member shall speak more than five minutes at any one time, on any motion or order under discussion, nor more than twice to the same question, without leave of the Board; nor more than once until all other members choosing to speak shall have spoken.

**Motions.** SECT. 5. No motion shall be considered by the Board, unless seconded. Every motion shall be submitted in writing, if the President direct, or any other member of the Board request it.

**Order of motions.** SECT. 6. When a question is under debate, no motion shall be received but to adjourn; to lay on the table; for the previous question; to postpone to a day certain; to commit; to amend; or to postpone indefinitely; which several motions shall have precedence in the order above stated.

**Reconsideration.** SECT. 7. When a question has once been decided, any member voting in the majority may move a reconsideration; such motion, if made at the same meeting with the decision, shall prevail if a majority of the members present sustain it; but if made at a subsequent meeting, it shall not prevail unless a majority of the whole Board vote for it; and only *one* motion for the reconsideration of any vote shall be permitted.

**Members to vote.** SECT. 8. Every member present when a question is put, shall give his vote, unless excused by the Board.

SECT. 9. All motions and reports may be committed or recommitted, at the pleasure of the Board.

SECT. 10. The division of a question may be called for, when the sense will admit of it.

SECT. 11. When the reading of a paper is called for, and the same is objected to by any member, it shall be determined by a vote of the Board.

**Suspension of rules.** SECT. 12. The consent of *three fourths* of the members present at any meeting shall be requisite for the suspension of any standing Rule of the Board, or

Regulation of the Schools, unless the proposal for the same shall have lain upon the table for at least one week.

SECT. 13. Whenever any proposition is submitted by a member to amend or repeal any Rule of the Board, or involving the amendment or repeal of any Regulation of the Public Schools, said proposition, before any action thereon, shall be referred to the Committee on Rules and Regulations, or to such other committee, standing or special, as the Board may designate, who shall report thereupon, in writing, and said report, together with such recommendations or orders as may be therein contained, shall be open to immediate consideration and action.

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## CHAPTER IV.

### *Duties of Standing Committees.*

SECTION 1. Immediately after the appointment of the Standing Committees, at the meeting for organization, the Committee on Elections shall receive the certificates of election of the members, and examine them, and report the result of their examination without any unnecessary delay. Whenever any person shall be elected to fill any vacancy that may have occurred in the Board, this Committee shall examine his certificate of election, and report as above provided, and said Committee shall hear and report on all cases of contested elections.

SECT. 2. The Committee on Rules and Regulations shall take into careful consideration every proposition presented to the Board, to repeal or to amend any Rule or Regulation, whenever the same shall be referred to them, and shall report in writing, stating their reasons for or against the proposed alteration.

*Committee on  
Accounts.*

SECT. 3. Whenever any proposition is submitted to this Board, involving the payment of money for any other purpose than the payment of salaries or the establishment of a new school, such proposition shall not be acted upon before it has been referred to the Committee on Accounts. Said Committee shall have power to authorize the purchase of record books and blanks for the use of the schools, and a farther supply, when called for, of any apparatus, globes, maps, or books of reference, or other conveniences, which this Board may have authorized the use of as means of illustrating the studies of the schools. No Sub-Committee, nor any other persons connected with this Board, shall expend any money for these supplies, without authority from this Committee, and no bills for such expenditures shall be paid without the signature of the Chairman of this Committee in approval. Said Committee are authorized, on behalf of this Board, to carry out the provisions of the statute of the Commonwealth for furnishing books to indigent children and others, and to present an estimate of the expenses of the Public Schools to the City Auditor on or before the first day of February annually.\*

*Mover of a mo-  
tion, &c., to be  
notified of the  
time of its con-  
sideration.*

SECT. 4. Whenever a motion, order, or resolution shall be referred to a Committee, the Chairman of the Committee shall cause the member offering the motion, order, or resolution, to be notified by the Secretary of the Board, or otherwise, of the time when the subject will be considered.

*Committee on  
School Houses.*

SECT. 5. Whenever any application shall be made for the erection or alteration of a school house, such application shall be referred to the Committee on School Houses, who shall consider the same, and shall consult with the District Committee who may have

\* The School Committee shall present to the Auditor, on or before the first day of February in each year, an estimate, in writing, of the expenses of the public schools for the next financial year, stating the amount required for salaries, for incidental expenses, and for the alteration, repair, and erection of school houses. [City Ordinance, Dec. 18, 1855, sect. 2.]

charge of the school or schools to be accommodated, and shall report to this Board, in writing, such recommendations in each case as they may deem expedient. It shall also be the duty of the Committee on School Houses to exercise a general supervision over the warming and ventilation of the several school houses throughout the year.

SECT. 6. Whenever any proposition is submitted to this Board to extend the salary of any teacher beyond the time of actual service, or to change the regular salary of a teacher in any respect, or to pay for any extra service in teaching, *such* proposition shall not be acted upon before it has been referred to the Committee on Salaries, who shall report, in writing, such recommendations as they may deem expedient.

SECT. 7. It shall be the duty of the Committee on Books, when they think favorably of any application made by any author or publisher to introduce any new text-book into the Public Schools, to give early notice thereof to the Board, and to see that such author or publisher furnish every member with a copy of such text-book for examination, as a condition of its being presented to them for acceptance; and said Committee shall fully consider such application, examine thoroughly such text-book, and at such time as they may be prepared, within three months from the date of the application, they shall make a written report to the Board, setting forth the reasons for or against the introduction of said text-book into the Public Schools. In the month of May, annually, this Committee shall examine the course of studies prescribed for the schools, and shall recommend to the Board, at the quarterly meeting in June, such improvements in the course of instruction, and such changes in the books used in the schools, as they may deem expedient.

SECT. 8. Whenevers any new text-book is adopted

Introduction of new books. by the Board, it shall be on the condition that the publisher will furnish copies to the pupils of the Public Schools at such reduction from the wholesale price as shall be agreed upon by this Board; and it shall be the duty of the Committee on Text-Books to see that this condition is fulfilled, and that said book comes into use at the commencement of the Public Schools after the August vacation, at which time only shall any new text-book be introduced.

Committee on Music. SECT. 9. It shall be the duty of the Committee on Music to exercise a general supervision over this department of Public Instruction in all the schools. They shall appoint, and nominate to the Board for confirmation, suitably qualified persons as Teachers of Music; they shall make examinations of each Grammar School in music, at least once in six months, and submit a written report thereupon semi-annually, at the quarterly meeting in March and in September.

Committees on High Schools. SECT. 10. The Committees on the Latin School, the English High School, and the Girls' High and Normal School, in all matters relating to said schools and the appointment of teachers therein, shall respectively observe the same rules, and perform the same duties, so far as applicable, as are hereinafter prescribed for the several District Committees in relation to the Grammar Schools under their charge; and at meetings for the transaction of business, five members shall constitute a quorum.

Organization of District Committees. SECT. 11. The member first named on each District Committee shall call a meeting of said Committee within ten days after its appointment. It shall organize by the choice, from among its own members, of a Chairman and Secretary, notice of whose election shall be immediately sent to the Secretary of the School Board. It shall keep a record of its proceedings, and all its official acts shall be done in meetings duly called,

at not less than twenty-four hours' notice, and, when reported to the Board, shall be submitted in writing.

SECT. 12. Each District Committee shall have charge Duties of District Committees. of the Grammar School and the Primary Schools in the District, and may arrange the studies and classify Classification of pupils. the pupils in the latter in such a manner as they may consider most advantageous to the schools. Within ten days after its appointment, each District Committee shall divide itself into a suitable number of Sub-Committees, for the Primary Schools in its District. Said Committee shall then divide the Primary Schools in the District, into as many divisions as there may be Sub-Committees, and shall assign each division to a Sub-Committee, who shall have the special charge of Care of Primary Schools. the schools in such division; shall visit each of them as often as once in each month; shall examine them quarterly; and shall report, in writing, their standing and progress, to the Chairman of the District Committee, at least one week previous to each quarterly meeting of the Board. Each Sub-Committee shall refer all matters of importance pertaining to the schools under its care, to the District Committee, for consideration and action.

SECT. 13. Whenever any District Committee shall Additional Primary Schools. deem an additional Primary School necessary for the proper accommodation of the children under their care, they shall state the facts in the case to the Board, in writing, which communication shall be referred to the Committee on School Houses, who shall consider and report on the same before the Board shall take final action on the subject.

SECT. 14. The District Committees shall examine Quarterly examinations. the Grammar Schools in their respective Districts at least once in each quarter; and shall visit them not less than once each month without giving previous notice to the instructors; and shall, at each quarterly

meeting of the Board, make a report, in writing, giving the results of their examinations and visits, together with the results of the examination by the Sub-Committees of the several Primary Schools under their charge; also stating any occurrences affecting the standing and usefulness of the schools, and mentioning the condition of the school houses and yards and out-buildings connected therewith. They shall also state in their reports the names of all children admitted to the schools under their charge who do not reside in the city, and the reasons for their admission.

Quarterly reports.

SECT. 15. At each quarterly meeting, the Chairman of each District Committee, or any member thereof who may be present, shall be called upon for a report on the condition of the schools in the District; and in case of omission to make it, the Board shall pass a vote, enjoining the delinquent Committee to proceed without delay to the performance of their duty, and shall adjourn to receive their report.

Medals and certificates.

SECT. 16. The District Committee shall determine on the scholars who are to receive the medals and certificates of merit in their respective schools, and return the names to the Secretary, at least four days previous to the annual exhibition. It shall also be their duty, on the day of exhibition, to present the medals and certificates to the pupils to whom they have been awarded. The number of medals and certificates of merit to be awarded, in each school, shall be based upon the number of pupils belonging to the school. Each school shall be entitled to one medal and one of each of the certificates of merit for every sixty scholars upon the School Register. But, in any school where the number of scholars in the first class is comparatively small, the number of medals awarded shall be proportionably less; and it shall never exceed one third of the number of candidates examined, nor shall any pupil be promoted for the purpose of increas-

ing the number of candidates. In any school where there are no scholars much advanced in improvement, no medal shall be awarded. General scholarship, and more especially good conduct, shall be taken into consideration in awarding the medals and certificates; and in order that a just assignment may be made, the District Committee shall critically examine the candidates, and inspect the school records of their standing.

SECT. 17. No pupil shall be admitted to or retained in any school, except that for the Section in which such pupil resides, without the written consent of the District Committee, both of the school to which the pupil belongs, and of that where he seeks to be admitted or retained.

SECT. 18. Instruction may be given in Sewing, to all the pupils in the fourth class in each of the Grammar Schools for girls, whenever in the judgment of the District Committee such a course shall be for the best interest of the school. The District Committee of each school in which such instruction shall be given shall nominate to this Board, for confirmation, some qualified person as Teacher of Sewing, who shall give to each pupil two lessons of not less than one hour each, every week.

SECT. 19. Whenever any new teacher, except a master, is, in the opinion of the District Committee, needed for any school under their charge, said Committee shall, *before* making any appointment, examine the candidates in the manner required by law,\* and with

\* The School Committee shall require full and satisfactory evidence of the good moral character of all instructors who may be employed in the public schools in their town, and shall ascertain, by personal examination, their literary qualifications and capacity for the government of schools. [Rev. Stat. ch. 23, § 13.]

All school teachers shall hereafter be examined in their knowledge of the elementary principles of physiology and hygiene, and their ability to give instructions in the same. [Stat. 1850, ch. 229, § 2.]

especial reference to the place which is then to be filled; and also as to their competency to teach the elements of articulation, of music and drawing; and in regard to teachers in the Grammar Schools, they shall consult with the master in whose school such teacher is to be appointed. And the same course shall be pursued in all cases where it is proposed to transfer or to advance a teacher from one grade of school to another. Teachers so appointed shall be nominated by the District Committees, to this Board, for confirmation, and they shall be considered entitled to the established salary from the time of their entering upon their duties. It shall be the duty of the Secretary to give immediate information of such appointment to the City Auditor. Reappointed incumbents in the service of this Board shall rank as new teachers, and begin with the salary agreed to be paid to such teachers.

Names of well-qualified candidates at examinations, to be preserved.

SECT. 20. When, at any examination for assistant teachers, a larger number of candidates are found qualified than is required to fill the existing vacancies, it shall be the duty of the Secretary of the District Committee making the examination, to keep a record of the names of such well-qualified candidates as the said Committee may direct, and to deposit such record with the Secretary of this Board, to be by him copied in a book to be prepared for the purpose. This record shall give the names and addresses of the said candidates, and such information in regard to their qualifications, whether for Grammar or Primary Schools, as the said Committee may direct. And any District Committee may elect assistant teachers for the Grammar Schools, or Primary School Teachers, from the candidates so recommended, with or without a new examination, at the option of said Committee.

Canvassing the lists of teachers.

SECT. 21. In the month of May, annually, the Committee on the Latin School, the English High School,

the Girls' High and Normal School, and each District Committee, in a meeting regularly called, shall canvass the list of teachers in their District, and, after consultation with the Master, they shall decide upon the persons whom they will recommend for re-election, and said Committee shall, at the annual meeting in June for the election of teachers, nominate the persons thus approved, who shall be considered the regular candidates for their respective offices. And in case any Committee have decided not to nominate any teacher for re-election, they shall, if they deem it expedient, give notice of their intention to said teacher before the annual election.

SECT. 22. The District Committees shall give their advice to the instructors in any emergency; and take cognizance of any difficulty which may have occurred between the instructors and parents of pupils, or between the instructors themselves, relative to the government or instruction of their schools. An appeal, however, to the whole Board, is not hereby denied to any citizen or instructor. In addition to the specific duties of the District Committees, it shall be their duty, generally, to make any temporary arrangement which they may find necessary for their schools, or for the convenience of the instructors, provided that nothing shall be done contrary to the School Regulations.

SECT. 23. Each District Committee may transfer their own Primary School Teachers from one Primary School to another, and may change the location of their Primary Schools from one school room to another, as they may think proper, but notice of any such transfer or change, and of the appointment of any new Primary School Teacher shall, within one week after they are made, be sent to the Secretary of the Board, and the same shall be mentioned in the next quarterly report

Nomination of  
teachers for  
re-election.

Duties of Dis-  
trict Commit-  
tees.

Transfer of Pri-  
mary Schools  
and Teachers.

of the District Committee; and any teacher, of any grade, actually in the employ of the city, may be transferred by this Board, without re-examination, to any vacant place of the same grade in the city.

*Annual examinations.*

SECT. 24. The Committees on the Latin School, the English High School, the Girls' High and Normal School, and each District Committee shall, during the month of July, make a thorough examination of their respective schools, and shall report at the quarterly meeting in September the results of their examinations, together with such suggestions for the improvement of the schools as they may see fit to offer, and the statistics of each school in a tabular form, on the following points, viz: 1. The number of teachers; 2. The changes of teachers made during the year; 3. The number of scholars registered; 4. The number of these received from other Public Schools of the city; 5. The number discharged; 6. The largest number present at any one time; 7. The largest average attendance for any one month, and the name of the month; 8. The average attendance for the year; 9. The average cost per scholar, based upon the average number of scholars and the whole expense of the school; 10. The number and names of the medal scholars, and the recipients of the Lawrence prizes; 11. The number and the ages of the candidates offered and admitted at the High Schools, from each of the Grammar Schools. These reports shall be referred to a Special Committee of the Board, who shall make from them such selections as they may think important for public information, and shall add thereto such suggestions and remarks as they shall deem expedient; and their report, which shall be presented at the quarterly meeting in December, when accepted by the Board, shall be printed for distribution among the citizens.

*Annual reports.*

## CHAPTER V.

*Election of Instructors of Public Schools.*

SECTION 1. The school year shall commence on the school year first Monday in September, and end on the day immediately preceding the first Monday in September.

SECT. 2. In the month of June, annually, the Board <sup>Annual election of teachers.</sup> shall elect the instructors of the Public Schools, and fix their salaries \* for the ensuing year. Said instruc-

\* The salaries of the instructors in the various schools have been established as follows, for the present school year, viz:—

The salary of the Masters of the Latin, the English High, and the Girls' High and Normal Schools, shall be \$2,400 for the first year's service, with an increase of \$100 for each additional year's service till the salary amounts to \$2,800 per annum.

The salary of the Sub-Masters of the Latin and English High Schools, and of the Masters of the Grammar Schools, shall be \$1,600 for the first year, with an annual increase of \$100 till it amounts to \$2,000.

The salary of the Ushers of the Latin and English High Schools, and of the Sub-Masters of the Grammar Schools, shall be \$1,200 for the first year, with an annual increase of \$100 till it amounts to \$1,600.

The salary of the Ushers of the Grammar Schools shall be \$800 for the first year, with an annual increase of \$100 till it amounts to \$1,000.

The salary of the first Head Assistant in the Girls' High and Normal School shall be \$600 per annum, and the salary of the other Assistants in this School shall be \$500 per annum.

The salary of the Head Assistants in the Grammar Schools shall be \$500 per annum; and the salary of the other Assistants in the Grammar Schools and of the Teachers of the Primary Schools, shall be \$300 for the first year, with an annual increase of \$50 till it amounts to \$450 per annum.

The salary of the Music Teachers shall be \$125 per annum for each school, including the consideration for the use of the Pianoforte, which each Teacher shall provide for himself.

The salaries of the sewing teachers are as follows,—and the teachers shall severally devote to instructing their pupils the time designated herein.

The Sewing Teachers of the Adams, Lyman, and Wells Schools shall teach sewing ten hours each week, and shall severally receive \$175 per annum.

The Sewing Teachers of the Franklin, Lawrence, Lincoln, Bigelow, and Chapman Schools shall teach sewing twelve hours each week, and shall severally receive \$200 per annum.

The Sewing Teachers of the Hancock and Everett Schools, shall teach sewing sixteen hours each week, and shall severally receive \$225 per annum.

The Sewing Teachers of the Winthrop and Boylston Schools shall teach sewing twenty hours each week, and shall receive \$300 per annum.

tors shall rank as follows: 1st, Masters; 2d, Sub-Masters; 3d, Ushers; 4th, Head Assistants; 5th, Assistants; 6th, Primary School Teachers; 7th, Music Teachers; 8th, Sewing Teachers.

*Mode of choosing instructors.*

SECT. 3. The Masters of the several schools having been duly nominated by their respective District Committees, shall be elected by ballot, and thirty votes at least shall in all cases be necessary to a choice, and the other instructors shall be elected by confirmation on nomination of their respective Committees; but no teacher, except a Master, shall be elected by this Board, without having served on trial at least three months in the Boston schools.

*Election of a new master.*

SECT. 4. Whenever a new Master is to be elected for any of the Public Schools, the Secretary shall give notice thereof in such newspapers, and for such length of time as the Board may direct, specifying in such notice that all applications for the office must be made in writing, and lodged with the Secretary, together with any written evidence of qualifications which the candidate may wish to present, on or before a day named in such notice.

*Same.*

SECT. 5. In case the vacancy to be filled is in the Latin School, the English High School, or the Girls' High and Normal School, the Committees of those schools shall together constitute a committee for the examination of candidates. But in case of a vacancy in any of the Grammar Schools, the Examining Committee shall be composed of the District Committee of the school in which the vacancy exists, and of the members for the two wards numerically nearest to the ward in which such school is situated.

*Same.*

SECT. 6. The Examining Committee shall take from the Secretary's files all the applications and written evidence, and shall have personal interviews with the applicants, and make inquiries as to their qualifica-

tions, and, at a meeting appointed for the purpose, shall carefully examine the candidates in the manner required by law,\* and always with reference to the office that is then to be filled. And none but said Committee, the members of this Board, and the candidates under examination, shall be present.

SECT. 7. The Examining Committee shall report to the Board, at some subsequent meeting, the names of all the applicants who have been examined by them, together with such other facts and circumstances respecting the candidates, their recommendations and qualifications, as they may deem necessary for the information of the Board. They shall also designate in their report the names of two or more of the candidates whose examinations were most satisfactory, with the opinions of the Examining Committee on their qualifications severally, and the Board shall then proceed to a choice by ballot.

SECT. 8. The instructors elected at the annual meeting shall hold their offices for one school year, unless sooner removed by vote of the Board.

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## CHAPTER VI.

### *Duties of the Secretary.*

SECTION 1. The Secretary shall have charge of the Records and files. Records of the Board, and of all papers directed by them to be kept on his files; he shall keep a fair and full record of all the proceedings of the Board.

SECT. 2. He shall notify all stated and special meetings; he shall notify the Chairman of every Committee appointed, stating the commission, and the names of the members associated with him; he shall notify the Notices to be given.

\* See p. 17 of these Rules.

meetings of all Sub-Committees, when requested by the Chairman or by any two members thereof; he shall notify the instructors of their appointments, and shall give such other notices as the Board may require.

*Report to Secretary of State.*

SECT. 3. He shall prepare the Annual Report required by the statute of the Commonwealth, and he shall transmit the same, legally signed, to the Secretary of State, on or before the thirtieth day of April.\*

*Abstract of semi-annual returns.*

SECT. 4. At the quarterly meeting in March, and in September, he shall present to the Board an abstract of the semi-annual returns of the Public Schools, and a schedule showing the number of teachers then employed in the schools.

*Votes to be transmitted.*

SECT. 5. He shall transmit copies of all votes, resolutions, and documents which are to be sent to the members of the Board, and to the various Committees, to the Teachers, and to other persons.

*Medals to be provided.*

SECT. 6. He shall see that the Medals and Diplomas awarded to the successful candidates in the Public Schools are procured, properly inscribed, and sent to the appropriate schools at least one day preceding the Annual Exhibitions.

*Examination of bills.*

SECT. 7. He shall examine all bills for salaries, and the bills for all articles purchased by order of the Board, or by the Committee on Accounts, and shall perform such other duties as the School Committee shall prescribe, or from time to time direct.

## CHAPTER VII.

### *Duties of the Superintendent.*

*Election.*

SECTION 1. The Superintendent of Public Schools shall be elected annually, by ballot, at the quarterly

\* The School Committees of the several cities and towns shall return said Blanks, (the Blanks prepared by the Board of Education,) duly filled up, to the office of the Secretary of the Commonwealth, on or before the last day of April. [Stat. 1846, ch. 223, § 3.]

meeting of the Board in June, to enter upon the duties of his office on the first day of September next ensuing. At the same meeting the salary of the Superintendent shall be voted, and no alteration in the amount of said salary shall be made during the year for which he is elected. <sup>Salary.</sup>

SECT. 2. He shall devote himself to the study of the General duties. Public School System, and keep himself acquainted with the progress of instruction and discipline in other places, in order to suggest appropriate means for the advancement of the Public Schools in this city, and see that the regulations of the Board in regard to these schools are carried into full effect.

SECT. 3. He shall visit each school as often as his Visiting schools. other duties will permit, that he may obtain, as far as practicable, a personal knowledge of the condition of all the schools, and be able to suggest improvements and remedy defects in their management. He shall advise the teachers on the best methods of instruction and discipline, and, to illustrate these methods in respect to Primary Schools, he shall hold occasional meetings of Meetings of Primary School Teachers. the teachers of the schools, and have authority for this purpose to dismiss the Primary Schools at such time as he shall deem advisable, not exceeding one half-day in each quarter. He has authority, also, to dismiss the Meetings of Grammar School teachers. Grammar Schools, not exceeding one half day in each half year, for the purpose of holding meetings of the teachers of these schools.

SECT. 4. Whenever vacancies occur in the State State scholarships. scholarships to which this city is entitled, it shall be his duty to give public notice thereof, and he shall be authorized, in conjunction with the chairman of each of the High School Committees, to examine candidates for said vacancies, and report to this Board the names of

**Absentees from schools.** those to be recommended according to law,\* to the Board of Education. He shall make investigations as to the number and the condition of the children in the city who are not receiving the benefits offered by the Public Schools, and shall endeavor to ascertain the reasons, and to suggest and apply the remedies.

**Assistance to committees.**

SECT. 5. He shall render such aid and communicate such information to the various Committees as they may require of him, and shall assist them when desired in the quarterly examinations. He shall see that all school registers, books of records, circulars, blanks for monthly reports of teachers, and annual reports of District Committees are prepared after uniform patterns, and ready to be furnished when needed.

**School houses.**

SECT. 6. He shall consult with the different bodies who have control of the building and altering of school houses, and shall communicate to them such information on the subject as he may possess; and he shall suggest such plans for building and altering school houses as he may consider best for the health and convenience of the teachers and pupils, and most economical for the city; and he shall advise with those through whom, either directly or indirectly, the school appropriations are expended, that there may result more uniformity in their plans and more economy in their expenditures.

**Attend meetings of Board.**

SECT. 7. It shall be his duty to attend the public

\* The School Committee of every town in each class of sections, may, in the year designated as aforesaid, recommend as candidates for scholarships, one or more young men, inhabitants of their town, who, in their opinion, and in the opinion of a competent teacher, to be certified in writing to the Board of Education, will be fitted for college at the commencement next succeeding, and the Board of Education, together with the senator or senators for the time being, who shall reside within the limits of any section of such class, shall, in the manner hereinafter provided, select from the candidates so recommended, one in each section, whom they shall judge most deserving and most likely to become useful as a teacher, and who, when selected, shall be the scholar for such section. [Stat. 1853, chap. 193, § 3.]

meetings of the Board, and, when called upon through the President, to express his opinion on any subject under discussion, or to communicate such information as may be in his power. At the quarterly meetings in <sup>Semi-annual report.</sup> March, and September, he shall present to the Board a semi-annual Report, in print, giving an account of the schools he has visited, and of the other duties he has performed, together with such facts and suggestions relating to the condition of the schools, and the increase of their efficiency and usefulness, as he may deem advisable, and these reports shall be referred to the Special Committee on the Annual Report of the School Board.

SECT. 8. He shall keep a record of the names, <sup>Record of names of applicants.</sup> and residences of persons who may desire to be considered as candidates for the office of Assistant or Primary School Teacher, with such remarks and suggestions respecting them as he may deem important for the information of Committees; which record shall be at all times open to the inspection of any member of this Board. And he shall perform such other duties as the School Committee shall prescribe, or from time to time direct.

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## CHAPTER VIII.

### *General Regulations of the Public Schools.*

SECTION 1. All teachers in the Public Schools are <sup>Teachers to observe the school regulations.</sup> required to make themselves familiar with these Regulations, and especially with the portion that relates to their own duties, and to the instruction and discipline of their respective schools, and to see that these are faithfully observed.

SECT. 2. The instructors shall punctually observe <sup>General duties of teacher.</sup> the hours appointed for opening and dismissing the schools; and, during school hours, shall faithfully de-

vote themselves to the public service. In all their intercourse with their scholars they shall strive to impress on their minds, both by precept and example, the great importance of continued efforts for improvement in morals, in manners and deportment, as well as in useful learning.

School hours.

SECT. 3. From the first Monday in May to the first Monday in September, the Grammar and Primary Schools shall commence their morning sessions at 8 o'clock, and close at 11 o'clock; and shall begin their afternoon sessions at 2 o'clock, and close at 5 o'clock. From the first Monday in September to the first Monday in May, they shall commence their morning sessions at 9 o'clock, and close at 12 o'clock; and shall begin their afternoon sessions at 2 o'clock, and shall close at 5 o'clock, except that from the third Monday in October to the first Monday in March, they may omit the afternoon recess and close at 4 o'clock. *Provided*, that nothing in this Section shall be so construed as to prevent the teacher from the judicious exercise of the right to detain a pupil for a reasonable time after the regular hour for dismissing school, either for purposes of discipline, or to make up neglected lessons.

Teachers and pupils to be at school early.

SECT. 4. All the school rooms shall be opened, and the teachers be present, both morning and afternoon, *fifteen minutes* before the time fixed for the session to begin. The teachers shall require the scholars to be in their seats, and shall commence and close the exercises of the schools, punctually at the prescribed hours.

Opening the schools.

SECT. 5. The morning exercises of all the schools shall commence with the reading of a portion of the Scriptures, by the teacher, in each school; the reading to be followed by the Lord's Prayer, repeated by the teacher alone. The afternoon session shall close with appropriate singing.

Moral instruction.

SECT. 6. Good morals being of the first importance

to the pupils, and essential to their highest progress in useful knowledge, instruction therein shall be daily given in each of the schools.\* The pupils shall be carefully instructed to avoid idleness and profanity, falsehood and deceit, and every wicked and disgraceful practice, and to conduct themselves in an orderly and proper manner; and it shall be the duty of the instructors, so far as practicable, to exercise a general inspection over them in these regards, both in and out of school, and also while going to the same and returning home; and on all suitable occasions to inculcate upon them the principles of truth and virtue.

SECT. 7. The principal teacher in every school shall keep a register in which shall be recorded the names, ages, dates of admission, and places of residence of the scholars. In addition to this register, other records shall be kept, in which shall be entered the daily absence of the scholars, and such notes of their class-exercises as may exhibit a view of their advancement and standing.

SECT. 8. All school registers and other books for records, as well as all blanks for monthly reports, and circulars required in the several schools, shall be after uniform patterns, to be determined by the Superintendent of Public Schools, to whom all teachers are

\* "It shall be the duty of the president, professors, and tutors of the University at Cambridge, and of the several colleges, and of all preceptors and teachers of academies, and all other instructors of youth, to exert their best endeavors to impress on the minds of children and youth committed to their care and instruction, the principles of piety, justice, and a sacred regard to truth, love to their country, humanity and universal benevolence, sobriety, industry and frugality, chastity, moderation and temperance, and those other virtues which are the ornament of human society, and the basis upon which a republican constitution is founded; and it shall be the duty of such instructors to endeavor to lead their pupils, as their ages and capacities will admit, into a clear understanding of the tendency of the above-mentioned virtues to preserve and perfect a republican constitution, and secure the blessings of liberty, as well as to promote their future happiness; and also to point out to them the evil tendency of the opposite vices." [Rev. Stat. ch. 23, § 7.]

School register  
and records.

Blanks for  
schools.

expected to apply whenever such articles are needed by them.

SECT. 9. Each master shall examine the pupils under the care of the other teachers in his school as often as he can consistently with proper attention to those who are under his immediate charge.

Semi-annual returns.

SECT. 10. During the week preceding the quarterly meeting in March and in September, the principal teacher in each school shall make to the Secretary of the Board semi-annual returns of the number of pupils belonging to the school, conformably to the blanks furnished for this purpose. They shall also include in their reports the names of those pupils belonging to their respective schools whose parents or guardians do not reside in the city, with the dates of their respective admissions.

Notices to be given to the Secretary.

SECT. 11. Each master shall, within one week after the appointment of a teacher, send to the Secretary of this Board the full name of such teacher, with the precise date of his or her commencing service in his school; and if the person appointed has previously been in the service of the City as a teacher, he shall state where, when, and how long such service was rendered. In like manner he shall give notice when any teacher shall have relinquished service in his school.

Teachers visiting schools.

SECT. 12. The instructors may, for the purpose of observing the modes of discipline and instruction, visit any of the Public Schools in the City; but such visits shall not be made oftener than once a quarter, nor till provision satisfactory to the Chairman of the District Committee or of the Sub-Committee, has been made for the proper care of the pupils under their immediate charge.

Corporal punishment.

SECT. 13. All instructors shall aim at such discipline in their schools as would be exercised by a kind,

judicious parent in his family, and shall avoid corporal punishment in all cases where good order can be preserved by milder measures. And it shall be the duty of the several masters and teachers in the public schools to keep a record of all instances of inflicting corporal punishment, which they shall submit to their respective Committees at each quarterly examination, when said record shall be erased.

SECT. 14. For violent or pointed opposition to authority in any particular instance, a principal teacher may exclude a child from school for the time being; and thereupon shall inform the parent or guardian of the measure, and shall apply to the District Committee for advice and direction.

SECT. 15. When the example of any pupil in school is very injurious, and in all cases where reformation appears hopeless, it shall be the duty of the principal teacher, with the approbation of the Committee on the school, to suspend such pupil from the school. But any child under this public censure, who shall have expressed to the teacher his regret for his folly or indiscretion, as openly and explicitly as the nature of the case may require, and shall have given evidence of amendment, shall, with the previous consent of said Committee, be reinstated in the privileges of the school.

SECT. 16. In cases of difficulty in the discharge of their official duties, or when they may desire any temporary aid, the instructors shall apply to the District Committees of their respective schools for advice and assistance.

SECT. 17. Whenever any instructor shall be absent from school, and a temporary instructor rendered necessary, the amount required to pay said substitute shall be withdrawn from the salary of the absentee;

unless upon a representation of the case, by petition, and a report on said petition from the Standing Committee on Salaries, the Board shall order an allowance to be made. And no substitute shall be employed in any of the Primary Schools for more than one day at a time, without the approbation of one or more of the Sub-Committee of the school; nor in any department of the Grammar Schools without the approbation of two or more of the District Committee, the Chairman being one of them. The compensation per day allowed for substitutes in the Primary Schools, and for Assistants in the Grammar Schools, shall be \$1.00; for Assistants in the Girls' High and Normal School, \$1.50; for Ushers in the Grammar Schools, \$2.75; for Sub-Masters in those schools, and for Ushers in the Latin and English High Schools, \$3.75; for Sub-Masters in the Latin and English High Schools, and for Masters in the Grammar Schools, \$5.00; for Masters in the Latin and English High Schools, \$6.00, for each day, counting six school days in the week, during which such substitute shall be employed.

*Temperature  
and ventilation.*

SECT. 18. It shall be the duty of all the instructors to give vigilant attention to the ventilation and temperature of their school rooms. A regular system of ventilation shall be practised, as well in winter as in summer, by which the air in the rooms shall be effectually changed at each recess, and at the end of each school session before the house shall be closed.

*Examination of  
cellars and un-  
occupied rooms  
in season of  
fires.*

SECT. 19. The Masters of the Grammar Schools shall examine, or cause some competent person connected with each school to examine, during the season of fires, the cellars and unoccupied rooms in their respective buildings; such examination to be made during the first and every succeeding hour of the forenoon and

afternoon sessions, and the result made known to the master of the school.

SECT. 20. There shall be a recess of fifteen minutes <sup>Recesses.</sup> for every pupil each half day, including the time occupied in going out and coming in, which shall take place as nearly as may be at the expiration of one half of each school session.

SECT. 21. The masters, ushers, and teachers, in the <sup>Physical exercise in schools.</sup> Public Schools shall so arrange the daily course of exercise in their respective classes that every scholar shall have daily in the forenoon and afternoon some kind of physical or gymnastic exercise; this exercise to take place as nearly as practicable midway between the commencement of the session and recess, and between recess and the end of the session.

SECT. 22. The principal teachers of the several <sup>Care of school premises.</sup> schools shall prescribe such rules for the use of the yards and out-buildings connected with the school houses as shall insure their being kept in a neat and proper condition, and shall examine them as often as may be necessary for such purpose, and they shall be held responsible for any want of neatness or cleanliness on their premises; and when anything is out of order they must give immediate notice thereof to the Superintendent of Public Buildings.

SECT. 23. No instructor in the Public Schools shall <sup>Things not allowed.</sup> be allowed to teach in any other public school than that to which he or she has been appointed, nor to keep a private school of any description whatever, nor to attend to the instruction of any private pupils before 6 o'clock, P. M., except on Wednesday and Saturday afternoons, nor to engage as editor of any newspaper, or of any religious or political periodical.

- Same.** SECT. 24. The instructors shall not award medals or other prizes to the pupils under their charge; nor shall instructors become the recipients during term-time, and only from a graduating class at any other time, of any present of money, or other property, from the pupils.
- Presents.**
- Subscription or contribution.** No subscription or contribution for any purpose whatever shall be introduced into any public school.
- No advertisement to be read to the pupils.** SECT. 25. No person whatever shall read to the pupils of any school, or post upon the walls of any school building, or fences of the same, any advertisement. Nor shall any agent or other person be permitted to enter any school for the purpose of exhibiting, either to teacher or pupils, any new book or article of apparatus.
- No agent to exhibit articles in school.**
- Authorized books and studies.** SECT. 26. The books used and the studies pursued in all the Public Schools shall be such and such only as may be authorized by the Board; and the teachers shall not permit any books, tracts, or other publications to be distributed in their schools.
- Pupils must have the books and utensils required.** SECT. 27. No pupils shall be allowed to retain their connection with any of the Public Schools unless they are furnished with the books and utensils regularly required to be used in the respective classes.
- Books, &c., for indigent children.** SECT. 28. In cases where children are in danger of being deprived of the advantages of education, by reason of inability to obtain books, through the poverty or negligence of parents or guardians, the Committee on Accounts are authorized, on behalf of the School Committee, to carry out the provisions of the statute on this subject.\* During the first week in

\* In case any scholar shall not be furnished by his parent, master, or guardian, with the requisite books, he shall be supplied therewith by the School Committee at the expense of the town.

The School Committee shall give notice, in writing, to the assessors of the

April, annually, the principal teacher in each Grammar School, and the teacher of each Primary School, shall make to the Secretary of the Board a return of the names of all scholars supplied with books at the expense of the City, the names of the books so furnished, together with the names of the parents, guardians, or masters of said pupils; and suitable blanks shall be provided for this purpose by the Secretary.

SECT. 29. All children living within the limits of the city, who are not otherwise disqualified, and who are upwards of four years of age, shall be entitled to attend the Public Schools of the city; but no child whose residence is not in the city, or who has only a temporary residence in it for the purpose of attending the Public Schools, shall be received or retained in any school, except upon the consent previously obtained of the District Committee; and said District Committee may, in accordance with the provisions of the Act of May 8, 1857, require the parent or guardian of such child to pay a sum, equal to the average cost per scholar of such school, for such period as said child may attend thereat.\*

town, of the names of the scholars so supplied by them with books, and of the books so furnished, the price thereof, and the names of the parents, masters, or guardians, who ought to have supplied the same; and said assessors shall add the price of the books so supplied, to the next annual tax of such parents, masters, or guardians; and the amount so added shall be levied, collected, and paid into the town treasury, in the same manner as the town taxes.

In case the assessors shall be of opinion, that any such parent, master, or guardian, is unable to pay the whole expense of the books so supplied on his account, they shall omit to add the price of such books, or shall add only a part thereof to the annual tax of said parent, master, or guardian, according to their opinion of his ability to pay. [Rev. Stat. ch. 23, §§ 20, 21, 22.

\*All children between the ages of five and fifteen years, shall be entitled to attend the public schools of the city or town in which they shall reside for the time being: *provided, however,* that if any child shall attend a public

Children entitled to attend the Public schools.

Same.

SECT. 30. No pupil shall be admitted to the privileges of one school who has been expelled from another, or while under suspension, unless by vote of the Board.

Certificate of vaccination.

SECT. 31. No pupil shall be admitted into any of the Public Schools without a certificate from a physician that he or she has been vaccinated or otherwise secured against the smallpox; but this certificate shall not be required of pupils who go from one public school to another.

Cleanliness of pupils required.

SECT. 32. No child who comes to school without proper attention having been given to the *cleanliness* of his person and of his dress, or whose clothes are not properly repaired, shall be permitted to remain in school, but shall be sent home to be prepared for school in a proper manner.

Tardiness.

SECT. 33. Tardiness shall be subject to such penalty as in each case the teacher may think proper. No pupil shall be allowed to be absent any part of the regular school hours for the purpose of receiving instruction, or taking lessons of any kind elsewhere. Pupils detained at home must, on returning to school, bring an excuse for such detention; and every pupil, wishing on any day to be dismissed before the close of the session, must assign satisfactory reasons therefor and obtain the consent of the teacher. Teachers having charge of pupils who are habitually truant, shall report their

Truancy.

school in any city or town of this Commonwealth, other than that in which the parent or guardian of such child may reside, and shall have resided in such city or town for the sole purpose of attending such school, the consent of the School Committee of such city or town shall first be obtained, and the parent or guardian of such child shall be liable to pay to such city or town, for the tuition of such child, a sum equal to the average expense per scholar, for such school, for the period such child shall have so attended. [Stat. 1857, ch. 132.]

names, residences, and the names of their parents or guardians to the truant officers of the district.

SECT. 34. There shall be an annual exhibition of the Latin School on the Saturday, of the English High School on the Monday, of the Girls' High and Normal School on the Tuesday, preceding the third Wednesday in July; and on the Tuesday following said Wednesday there shall be an exhibition of the several Grammar Schools; at which exhibitions the medals and diplomas shall be conferred upon the pupils. Provided, however, that the District Committees on the several Grammar Schools for *girls* may, if they deem it advisable, direct that such exhibition shall be on the Monday, instead of on the Tuesday, following said Wednesday. The hours for the exhibitions of the several schools shall be arranged by the President of the Board. And in the afternoon of the same day, the Annual School Festival shall be held, to which members of the School Committee, all the teachers in the Public Schools, and the medal scholars of the current year shall be invited. School festival.

SECT. 35. The following holidays and vacations shall be granted to the schools, viz: every Wednesday and Saturday afternoon, throughout the year; Christmas day, New Year's day, the Twenty-second of February, and Fast day; May day; Artillery Election; the Fourth of July; Thanksgiving week; the week immediately preceding the first Monday in March; one week commencing on the Monday preceding the last Wednesday in May; and the remainder of the school year following their respective exhibitions; and to the Primary Schools, the holidays and vacations of the Grammar Schools, and also the day preceding and the day of the annual Exhibition of the Grammar Schools; and the President of the Board is authorized to suspend the schools *on such public occasions* as he may think proper, not exceeding three days in the year. Holidays and vacations.

In addition to these holidays the Latin and English High Schools shall be entitled to the two days of public exhibition at Harvard University. No other holidays shall be allowed except by special vote of the Board.

Reading of  
Washington's  
Farewell Ad-  
dress.

SECT. 36. On the 21st of February, annually, the Masters of the High and Grammar Schools shall assemble their pupils, each in the Hall of his School-house, and read to them, or cause to be read to them, by one or more of their own number, Washington's Farewell Address to the People of the United States; and the regular exercises of the session shall be suspended so far as is necessary to give opportunity to this reading.

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## CHAPTER IX.

### *Regulations of the Primary Schools.*

Admission of  
pupils.

SECTION 1. Every teacher shall admit to her school all applicants of suitable age and qualifications, residing nearest to the school under her charge, provided the number in her school will warrant the admission; and in all cases of doubt or difficulty in the discharge of this duty, she shall apply to her Sub-Committee for advice and direction.

Transfer of  
pupils.

SECT. 2. When any child shall apply to be admitted from another Primary School, the teacher shall require a certificate of transfer from the teacher of the former school; which certificate shall serve instead of a Certificate of Vaccination.

Absence of  
pupils.

SECT. 3. Whenever any scholar is absent from school, the teacher shall immediately ascertain the reason; and if such absence be continued, and is not occasioned by sickness or other sufficient cause, such child, with the consent of the Sub-Committee, may be

discharged from the school, and a record of the fact be made.

SECT. 4. The regular promotion of scholars to the Grammar Schools shall be made semi-annually, on the first Monday in March, and on the first Monday in September. But occasionally promotions may be made on Monday of any week, whenever the Sub-Committee of the Primary School and the Master of the Grammar School may deem it *necessary*.

SECT. 5. One or more schools for the special instruction of children *over seven years of age*, and not qualified for the Grammar School, may be established in each District. The course of study shall be the same as in the Primary Schools; and it shall be in the power of each District Committee to introduce Writing, and the elements of Written Arithmetic. Any scholar over eight years of age, and not in the first or second class, may be removed from any Primary School to a school for special instruction, at the discretion of the Sub-Committee.

SECT. 6. *The School on the Western Avenue* shall be connected with the Phillips School District. Children over eight years of age may be admitted into this school at the discretion of the Sub-Committee; and their studies shall conform to the regulations of the Grammar Schools.

SECT. 7. The teachers shall attend to the physical education and comfort of the pupils under their care. When, from a state of the weather or other causes, the recesses in the open air shall be impracticable, the children may be exercised within the room, in accordance with the best judgment and ability of the teachers. In the schools which are kept in buildings occupied by Grammar Schools, the recesses shall be arranged by the masters so as not to interfere with the exercises of those schools.

Promotion to  
Grammar  
schools.

Schools for  
special instruc-  
tion.

School on Wes-  
tern Avenue.

Proper care of  
the pupils in  
school.

Recesses for  
pupils in Gram-  
mar school  
buildings.

**Holidays and vacations.**

SECT. 8. The holidays and vacations of the Primary Schools shall be the same as are granted to the Grammar Schools, either by the rules of the School Board or by the order of the Mayor; and they shall also have the day preceding, and the day of the Annual Exhibitions of the Grammar Schools.

No school shall be suspended on any other occasion, except for special and important reasons relating to a particular school, and then only by express permission of the Sub-Committee.

**Classes.**

SECT. 9. The schools shall contain, as nearly as practicable, an equal number of pupils, the maximum number being fifty six; and the pupils in each of the schools shall be arranged in six classes, unless otherwise ordered by the District Committee.

SECT. 10. Simple oral lessons in Arithmetic, adapted to the ages of the scholars, shall be given in the several classes; and the Addition, Subtraction, and Multiplication Tables must be thoroughly learned by the first and second classes. Every scholar shall be provided with a slate, and employ the time not otherwise occupied, in drawing, or writing words from their spelling lessons, on their slates, in a plain, script hand. The teachers are expected to take special pains to teach the first class to write — not print — all the letters of the alphabet on slates.

**Sewing.**

SECT. 11. Plain sewing may be introduced into any Primary School, at the discretion of the Sub-Committee, and singing shall form part of the opening and closing exercises of every session; and such time be devoted to instruction in Music in each school as the Sub-Committee may deem expedient.

**Singing.**

SECT. 12. *The following Books and Studies shall be attended to in the respective Classes.*

## SIXTH CLASS.

*The Boston Primary School Tablets.*

*Hillard's First Primary Reader.*

1. Pronouncing words without Spelling.
2. Pronouncing and Spelling combined.
3. Spelling without Book, words that have become familiar.
4. Counting from one to one hundred.
5. Drawing on the slate or blackboard, imitating some mark, letter, or other object, or copying from a card.

## FIFTH CLASS.

*Tower's Gradual Primer.*

*My First School Book*, as a Spelling Book.

*Hillard's First Primary Reader*, continued.

Numeration, or counting from one to one hundred.

Drawing, continued, as in the sixth class.

## FOURTH CLASS.

*Tower's Gradual Primer.*

*My First School Book*, completed as a Spelling Book.

*Hillard's Second Primary Reader.*

Combination of numbers, so as readily to find the page in any book.

Marks of punctuation.

## THIRD CLASS.

*Bumstead's Second Reading Book*, or

*Hillard's Second Primary Reader.*

*Spelling and Thinking Combined*, commenced.

The letters used for numbers to be taught as they occur in the captions of the reading lessons.

All the Numerals and Abbreviations to be learned.

## SECOND CLASS.

*Bumstead's Second Reading Book.*

*Hillard's Second Primary Reader*, completed.

*Spelling and Thinking Combined*, continued.

*Hillard's Third Primary Reader*, commenced.

"*North American Arithmetic*," commenced.

The Addition, Subtraction, and Multiplication Tables to be learned, and Practical Questions in these rules attended to.

## FIRST CLASS.

*Hillard's Third Primary Reader*, or

*Bumstead's Third Reading Book.*

*New Testament.*

*Spelling and Thinking Combined*, completed.

*North American Arithmetic*, completed.

The scholars in this class must be familiar with Practical Questions in all of the first four rules of Arithmetic.

SECT. 13. No scholars are to be promoted from one class to another till they are familiar with all the lessons of the class from which they are to be transferred, except for special reasons, satisfactory to the Sub-Committee.

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## CHAPTER X.

*Regulations of the Grammar Schools.*

Second grade. SECTION 1. These schools form the second grade in the system of public instruction established in this city.

The following are their names, locations, and dates of establishment:—

Name.	Location.	Established.
1—Eliot School	North Bennet Street	For Boys - - - - 1718
2—Franklin School	Ringgold Street	For Girls - - - - 1785

3—Mayhew School -	Hawkins Street - - -	For Boys - - - -	1803
4—Boylston School -	Fort Hill - - - -	For Boys and Girls	1819
5—Bowdoin School -	Myrtle Street - - -	For Girls - - - -	1821
6—Hancock School -	Richmond Place - -	For Girls - - - -	1822
7—Wells School -	Blossom Street - - -	For Girls - - - -	1833
8—Winthrop School -	Tremont Street - - -	For Girls - - - -	1836
9—Lyman School -	East Boston - - - -	For Boys and Girls	1837
10—Lawrence School	South Boston - - - -	For Boys and Girls	1844
11—Brimmer School -	Common Street - - -	For Boys - - - -	1844
12—Phillips School -	West Centre Street - -	For Boys - - - -	1844
13—Dwight School -	Springfield Street - -	For Boys - - - -	1844
14—Quincy School -	Tyler Street - - - -	For Boys - - - -	1847
15—Bigelow School -	South Boston - - -	For Boys and Girls	1849
16—Chapman School	East Boston - - - -	For Boys and Girls	1849
17—Adams School -	East Boston - - - -	For Boys and Girls	1856
18—Lincoln School -	South Boston - - -	For Boys and Girls	1859
19—Everett School -	Northampton Street -	For Girls - - - -	1860

In these schools are taught the common branches of an English education.

SECT. 2. The schools for boys shall each be instructed by a master, a sub-master, an usher, a head assistant, and three or more female assistants.

The schools for girls shall each be instructed by a master, a head assistant for each story in the building, and three or more female assistants.

The mixed schools (boys' and girls') shall each be instructed by a master, a sub-master, a head assistant for each story in the building, and three or more female assistants.

Any existing exceptions to the foregoing organizations, authorized by special votes of the Board, shall remain until otherwise ordered.

SECT. 3. Each school shall be allowed a teacher for every fifty-six pupils on the register, and an additional female assistant may be appointed whenever there are thirty scholars above the complement for the teachers already in the school, if the District Committee deem it expedient; and whenever the number of pupils on the register shall be reduced to thirty less than such complement, one female assistant may be removed from

such school, if the District Committee recommend it; provided, that, in determining the number of teachers to which any school may be entitled under this section, one head assistant shall not be counted.

*Qualifications  
for admission to  
the Grammar  
Schools.*

SECT. 4. Any pupil may be admitted into the Grammar Schools who, on examination by the master or any of his assistants, shall be found able to read, at first sight, easy prose; to spell common words of one, two, or three syllables; to distinguish and name the marks of punctuation; to perform mentally such simple questions in Addition, Subtraction, and Division, as are found in Part First of Emerson's North American Arithmetic; to answer readily to any proposed combination of the Multiplication Table in which neither factor exceeds ten; to read and write Arabic numbers containing three figures, and the Roman numerals as far as the sign of one hundred; and to enunciate, clearly and accurately, the elementary sounds of our language. And no pupil who does not possess these qualifications shall be admitted into any Grammar School, except by special permit of the District Committee.

*Examination of  
primary scholars  
for promotion to  
Grammar School.*

*Certificates of  
admission.*

SECT. 5. Within the two weeks preceding the first Monday in March, annually, the master of each Grammar School shall visit each Primary which is expected to send pupils to his school; and he shall examine the first class in each of said schools, and shall give certificates of admission to the Grammar School to such as he may find qualified in accordance with the foregoing requirements. But in the month of July, annually, each teacher in the Primary Schools shall accompany her first class to such Grammar School House in the vicinity as the master may designate, when he and his assistants shall examine the candidates for admission to the Grammar School, in presence of their instructors, and shall give certificates to those who are

found to be properly qualified. If, however, the parent or guardian of any applicant not admitted on the examination of the master, is dissatisfied with his decision, such person may appeal to the District Committee for another examination of said applicant.

SECT. 6. Pupils admitted from the Primary Schools are expected to enter the Grammar Schools on the first Monday of March and of September; but all other applicants residing in the District, found on examination *qualified in all respects*, may enter the Grammar Schools by applying to the master at the school house, on Monday morning of any week when the schools are in session. Pupils regularly transferred from one Grammar School to another, may be admitted at any time, on presenting their certificates of transfer, without an examination.

SECT. 7. In assigning lessons to boys to be studied out of school hours, the instructors shall not assign a longer lesson daily than a boy of good capacity can acquire by an hour's study; but no out-of-school lessons shall be assigned to girls, nor shall the lessons to be studied in school be so long as to require a scholar of ordinary capacity to study out of school in order to learn them.

SECT. 8. Each school or department of a school shall be divided into four classes. Each class shall be divided into two or more sections, each of which sections shall pursue the studies, and use the text-books, assigned to its class; but whenever it shall appear that a section of a lower class has, in any particular branch of study, made the attainments requisite for promotion to a higher class, at a period earlier than the regular time for general promotion, then such section may, at the discretion of the master, and with the approval of the Committee, enter upon the study of one of the text-books prescribed for the next higher class.

Text-books      SECT. 9. The books and exercises of the several classes shall be as follows, viz:

Same.      *Class 4.*—No. 1. Worcester's Spelling Book. 2. Hillard's Fourth Class Reader. 3. Writing in each school, in such Writing Books as the District Committee may approve. 4. Drawing. 5. Warren Colburn's First Lessons, new edition, with lessons in Written Arithmetic on the slate and blackboard. 6. Warren's Primary Geography.

Same.      *Class 3.*—No. 1. Worcester's Spelling Book. 2. Hillard's Third Class Reader. 3. Writing, as in Fourth Class. 4. Warren Colburn's First Lessons, new edition, with lessons in Written Arithmetic on the slate and blackboard. 5. Drawing. 6. Warren's Common School Geography. 7. Tower's Elements of English Grammar.

Same.      *Class 2.*—No. 1. Spelling. 2. Hillard's Second Class Reader. 3. Writing, as in Fourth Class. 4. Warren Colburn's First Lessons, new edition, and Eaton's Arithmetic. 5. Warren's Common School Geography, with exercises in Map Drawing, on the blackboard, and by pen and pencil. 6. Tower's Elements of English Grammar, or Bullions's Analytical and Practical Grammar. 7. Exercises in Drawing and Composition, and, in the boys' schools, Declamation. 8. Swan's First Lessons in the History of the United States.

Same.      *Class 1.*—No. 1. Spelling. 2. Reading in Hillard's First Class Reader, or in the Progressive Speaker and Common School Reader, at the election of the Sub-Committee of each school. 3. Writing, as in Fourth Class. 4. Geography, as in Class Two. 5. Warren Colburn's First Lessons, new edition, and Eaton's Arithmetic. 6. Bullions's Analytical and Practical Grammar. 7. Exercises in Composition, and, in the boys' schools, in Declamation. 8. Drawing. 9. Worcester's Dictionary. 10. Bookkeeping by single and

- double entry. 11. Worcester's History. 12. Hall's Manual of Morals,—a Monday morning lesson, with oral instruction. 13. Instruction in Natural Philosophy, using Parker's Compendium, or Olmstead's Rudiments, as a text-book, with the Philosophical Apparatus provided for the schools, shall be given at least to the First Division of the First Class. 14. Instruction in Physical Geography, by occasional exercises; the treatise of Warren, or of Carteé, being used as a text-book. 15. Stearns's Practical Guide to English Pronunciation. 16. Hooker's Primary Physiology.

SECT. 10. In teaching Arithmetic to the several <sup>Permitted books.</sup> classes, every teacher shall be at liberty to employ such books as he shall deem useful, for the purpose of affording illustration and examples; but such books shall not be used to the exclusion or neglect of the prescribed text-books; nor shall the pupils be required to furnish themselves with any books but the text-books.

SECT. 11. One treatise on Mental Arithmetic, and <sup>Text-books.</sup> one treatise on Written Arithmetic, and no more, shall be used as text-books in the Grammar Schools.

SECT. 12. Two half-hours each week in the Gram-<sup>Instruction in</sup> mar Schools shall be devoted to the study and practice <sup>Music.</sup> of Vocal Music. Instruction shall be given to the First and Second Classes by the music teachers. Musical notation, the singing of the scale, and exercises in reading simple music shall be practised twice a week by the lower classes under the direction of the assistant teachers; and the pupils shall undergo <sup>Examinations in music.</sup> examinations and receive credits for proficiency in music, as in the other studies pursued in the schools.

SECT. 13. It is recommended that in the arrangement of the studies and recitations in the Grammar Schools, those which most severely task the attention and effort of the pupils be, as far as possible, assigned for the forenoon.

SECT. 14. It shall be the duty of the Committee of each Grammar School, at the beginning of each school year, either at a special meeting called for this purpose, or through their Chairman, previously authorized to act in their name, to superintend the organization of the first class, and to see that none are retained members thereof who ought to join the English High School, or the Girls' High and Normal School.

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## CHAPTER XI.

### *Regulations of the English High School.*

English  
High School  
established, and  
its object.

SECTION 1. This school is situated in Bedford Street. It was instituted in 1821, with the design of furnishing the young men of the city, who are not intended for a collegiate course of studies, and who have enjoyed the usual advantages of the other Public Schools, with the means of completing a good English education, and fitting themselves for all the departments of commercial life. The prescribed course of studies is arranged for three years, and those who attend for that period and complete that course, are considered to have been graduated at the school. Those who wish to pursue further some of the higher departments of mathematics, and other branches, have the privilege of remaining another year at school. This institution is furnished with a valuable mathematical and philosophical apparatus, for the purpose of experiment and illustration. To this school apply the following regulations, in addition to those common to all the schools.

Instructors.

SECT. 2. The instructors in this school shall be a master, two sub-masters, and as many ushers as shall allow one instructor to every thirty-five pupils, but no additional usher shall be allowed for a less number.

The Sub-Committee may furnish the master with an assistant in his room whenever the number of pupils remaining in the school through the fourth year shall in their judgment make it necessary. The salary of said assistant shall not exceed the salary paid to an usher in this school during his first year of service. It shall be a necessary qualification in all these instructors, that they have been educated at some respectable college, and that they be competent to instruct in the French language.

SECT. 3. Candidates for admission to this school Time of examining candidates for admission. shall be examined once a year, on the Wednesday and Thursday next succeeding the exhibition of the Grammar Schools in July. Any boy then offering himself as a candidate for admission, shall present a certificate from his parent or guardian, that he has reached the age of twelve years, also a certificate of good moral character, and of presumed literary qualifications, from the master of the school which he last attended, and shall pass a satisfactory examination in the following studies, viz: Spelling, Reading, Writing, English Grammar, Arithmetic, Modern Geography, and the History of the United States.

SECT. 4. It shall be the duty of the Committee on Annual examination of candidates. the English High School to be present at the annual examination of candidates for admission, but said examination shall be conducted by the instructors, from questions previously prepared, on all the branches, and subject to the approval of the Committee. The examination shall be strict; and a thorough knowledge of the required studies shall be indispensable to admission.

SECT. 5. On admission, pupils shall be arranged in divisions according to their respective degrees of proficiency. Individuals, however, shall be advanced ac-

cording to their scholarship, and no faster; and no one shall remain a member of the school longer than four years.

*Reviews.*

SECT. 6. It shall be the duty of the master to examine each division as often as may be consistent with the attention due to those under his immediate instruction. Each class or section shall be occasionally reviewed in its appropriate studies, and once a quarter there shall be a general review of all the previous studies of that quarter.

*School hours.*

SECT. 7. The school shall hold one session, daily, commencing at 9 A. M. and closing at 2 P. M.

*Course of studies and text-books.*

SECT. 8. The course of study and instruction in this school shall be as follows:—

*Class 3.* 1. Review of preparatory studies, using the text-books authorized in the Grammar Schools of the city. 2. Ancient Geography. 3. Worcester's General History. 4. Sherwin's Algebra. 5. French Language. 6. Drawing.

*Same.*

*Class 2.* 1. Sherwin's Algebra, continued. 2. French Language, continued. 3. Drawing, continued. 4. Legendre's Geometry. 5. Bookkeeping. 6. Blair's Rhetoric. 7. Constitution of the United States. 8. Trigonometry, with its application to Surveying, Navigation, Mensuration, Astronomical calculations, &c. 9. Paley's Evidences of Christianity, — a Monday morning lesson.

*same.*

*Class 1.* 1. Trigonometry, with its applications, &c., continued. 2. Paley's Evidences, continued, — a Monday morning lesson. 3. Drawing, continued. 4. Astronomy. 5. Natural Philosophy. 6. Moral Philosophy. 7. Political Economy. 8. Natural Theology. 9. Shaw's Lectures on English Literature. 10. French, continued, — or the Spanish language may be commenced by such pupils as in the judgment of the master

have acquired a competent knowledge of the French. Warren's Treatise on Physical Geography, or Cartee's Physical Geography and Atlas, is *permitted* to be used.

For the pupils who remain at the school the fourth year, the course of studies shall be as follows:—

1. Astronomy. 2. Intellectual Philosophy. 3. Logic. *Same.*
4. Spanish. 5. Geology. 6. Chemistry. 7. Mechanics, Engineering, and the higher Mathematics, with some option.

SECT. 9. The several classes shall also have exercises in English Composition and Declamation. The instructors shall pay particular attention to the penmanship of the pupils, and give constantly such instruction in Spelling, Reading, and English Grammar, as they may deem necessary to make the pupils familiar with these fundamental branches of a good education.

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## CHAPTER XII.

### *Regulations of the Girls' High and Normal School.*

SECTION 1. This school is situated in Mason Street. *Established.* It was instituted in 1852, with the design of furnishing to those pupils who have passed through the usual course of studies at the Grammar Schools for girls, and at other girls' schools in this city, an opportunity for a higher and more extended education, and also to fit such of them as desire to become teachers. The following are the regulations of this school, in addition to those common to all the schools.

SECT. 2. The instructors shall be, a master, and as *Instructors.* many assistants as may be found expedient; but the whole number of assistants shall not exceed the ratio of one for every thirty pupils.

Admission of pupils.

SECT. 3. The examination of candidates for admission to the schools, shall take place annually, on the Wednesday and Thursday next succeeding the day of the annual exhibition of the Grammar Schools in July.

Same.

SECT. 4. Candidates for admission must be over fifteen, and not more than nineteen years of age. They must present certificates of recommendation from the teachers whose schools they last attended, and must pass a satisfactory examination in the following branches, viz: Spelling, Reading, Writing, Arithmetic, English Grammar, Geography, and History.

Same.

SECT. 5. The examination shall be conducted by the instructors of the school, both orally and from written questions previously prepared by them, and approved by the Committee of the school. It shall be the duty of the said Committee to be present and to assist at the examination, and the admission of candidates shall be subject to their approval.

Course of instruction.

SECT. 6. The course of studies and instruction in this school shall be as follows: —

*Junior Class.* Reading, Spelling, and Writing, continued. Arithmetic, Geography, and Grammar, reviewed. Physical Geography, Natural Philosophy, Analysis of Language and Structure of Sentences. Synonymes. Rhetoric. Exercises in English Composition. History. Latin, begun. Exercises in Drawing and in Vocal Music.

*Middle Class.* Natural Philosophy, continued. English Literature. Algebra. Moral Philosophy. Latin, continued. French, begun, (instruction given by a native French teacher.) Rhetoric, with exercises in Composition, continued. Physiology, with Lectures. General History. Exercises in Drawing and in Vocal Music. Reading standard English works, with exercises in Criticism.

*Senior Class.* Latin and French, continued. Geometry. General History. Intellectual Philosophy. Astronomy. Chemistry, with Lectures. Exercises in Composition. Exercises in Drawing and in Vocal Music. Exercises in Criticism, comprising a careful examination of works of the best English authors. Instruction in the Theory and Practice of Teaching. Such instruction in Music shall be given to all the pupils as may qualify them to teach Vocal Music in our Public Schools.

SECT. 7. There shall be one session of five hours School hours. each day, from 8 A. M. to 1 P. M. from May to October, and from 9 A. M. to 2 P. M. from October to May.

SECT. 8. The plan of study shall be arranged for three years. Pupils who have attended for that period, Pupils may remain three years. and who have completed the course in a manner satisfactory to the teachers and the Committee on the school, shall be entitled to receive a diploma or certificate to that effect, on leaving school.

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## CHAPTER XIII.

### *Regulations of the Latin Grammar School.*

SECTION 1. This school, situated in Bedford Street, was instituted early in the 17th century.

SECT. 2. The rudiments of the Latin and Greek Object of the school. languages are taught, and scholars are fitted for the most respectable colleges. Instruction is also given in Mathematics, Geography, History, Declamation, English Grammar, Composition, and in the French language.

The following regulations, in addition to those common to all the schools, apply to this school.

Instructors.

SECT. 3. The instructors in this school shall be, a master, a sub-master, and as many ushers as shall allow one instructor to every thirty-five pupils, and no additional usher shall be allowed for a less number.

Same.

SECT. 4. It shall be a necessary qualification for the instructors of this school, that they shall have been educated at a college of good standing.

Candidates for admission.

SECT. 5. Each candidate for admission shall have attained the age of ten years, and shall produce from the master of the school he last attended, a certificate of good moral character. He shall be able to read English correctly and fluently, to spell all words of common occurrence, to write a running hand, understand Mental Arithmetic, and the simple rules of Written Arithmetic, and be able to answer the most important questions in Geography, and shall have a sufficient knowledge of English Grammar to parse common sentences in prose. A knowledge of Latin Grammar shall be considered equivalent to that of English.

Time of examining candidates for admission.

SECT. 6. Boys shall be examined for admission to this school only once a year, viz: on the Friday and Saturday of the last week of the vacation succeeding the exhibition of the school in July.

Pupils may remain six years.

SECT. 7. The regular course of instruction shall continue six years, and no scholar shall enjoy the privileges of this school beyond that term, unless by written leave of the Committee. But scholars may have the option of completing their course in five years or less time, if willing to make due exertions, and shall be advanced according to scholarship.

School hours.

SECT. 8. The sessions of the school shall begin at 9 o'clock, A. M., and close at 2 o'clock, P. M., on every school-day throughout the year.

SECT. 9. The school shall be divided into classes classes. and sub-divisions, as the master, with the approbation of the Committee, may think advisable.

SECT. 10. The master shall examine the pupils under the care of the other teachers in the school as often as he can consistently with proper attention to those in his own charge.

SECT. 11. The books and exercises required in the course of instruction in this school, are the following: Course of studies and text-books.

*Class 6.* 1. Andrews and Stoddard's Latin Grammar. 2. English Grammar. 3. Reading English. 4. Spelling. 5. Mental Arithmetic. 6. Mitchell's Geographical Questions. 7. Declamation. 8. Penmanship. 9. Andrews' Latin Lessons. 10. Andrews' Latin Reader.

*Class 5.* 1, 2, 3, 4, 7, 8, continued. 11. Viri Romæ. 12. Written Translations. 13. Colburn's Sequel. 14. Cornelius Nepos. 15. Arnold's Latin Prose Composition.

*Class 4.* 1, 2, 3, 4, 7, 8, 12, 13, 15, continued. 16. Sophocles' Greek Grammar. 17. Sophocles' Greek Lessons. 18. Caesar's Commentaries. 19. Fasquelle's French Grammar. 20. Exercises in speaking and reading French with a native French teacher.

*Class 3.* 1, 2, 3, 4, 7, 8, 12, 13, 15, 16, 19, 20, con.  
tinued. 21. Ovid's Metamorphoses. 22. Arnold's  
Greek Prose Composition. 23. Felton's Greek Reader.  
24. Sherwin's Algebra. 25. English Composition.  
26. Le Grandpere.

*Class 2.* 1, 2, 3, 4, 7, 8, 15, 16, 19, 21, 22, 23, 24,  
<sup>same.</sup> 25, continued. 27. Virgil. 28. Elements of History.  
29. Translations from English into Latin.

*Class 1.* 1, 7, 15, 16, 19, 20, 21, 22, 23, 25, 27,  
<sup>same.</sup> 28, 29, continued. 30. Geometry. 31. Cicero's Ora-  
tions. 32. Composition of Latin Verses. 33. Compo-

sition in French. 34. Ancient History and Geography.

Same. The following books of reference may be used in pursuing the above studies:—

Leverett's Latin Lexicon, or Gardner's abridgment of the same.

Andrews' Latin Lexicon.

Liddell and Scott's Greek Lexicon, or Pickering's Greek Lexicon, last edition.

Worcester's School Dictionary.

Smith's Classical Dictionary.

Smith's Dictionary of Antiquities.

Baird's Classic Manual. Warren's Treatise on Physical Geography, or Carteé's Physical Geography and Atlas, is *permitted* to be used.

SECT. 12. No Translations, nor any Interpretation, Keys, or Orders of Construction, are allowed in the School.

SECT. 13. The instructors shall pay particular attention to the penmanship of the pupils, and give constantly such instruction in Spelling, Reading, and English Grammar, as they may deem necessary to make the pupils familiar with those fundamental branches of a good education.

BOUNDARIES  
OF THE  
GRAMMAR SCHOOL SECTIONS.

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*Adams School, for Boys and Girls.*

Comprises that portion of East Boston lying south and east of a line running from the Bay on the east, through Porter Street to the railroad, thence along the railroad to Decatur Street, through Decatur to Chelsea Street, through Chelsea to Elbow Street, through Elbow to Meridian Street, through Meridian to Maverick Street, through Maverick to Havre Street, through Havre Street to the water.

*Bigelow School, for Boys and Girls.*

Comprises all that part of South Boston lying between the Sections of the Lawrence and the Lincoln School.

*Bowdoin School, for Girls.*

Commencing at Cambridge Bridge, thence by the centre of Cambridge Street to Staniford Street, thence through the centre of Staniford to Green Street, thence across Green Street and through the centre of Lyman Place to Prospect Street, thence through the centre of Prospect to Causeway Street, thence through the centre of Causeway Street to the Boston and Maine Railroad, thence by said railroad to Haymarket Square, thence through the centre of Haymarket Square to

Portland Street, thence through the centre of Portland to Sudbury Street, thence through the centre of Sudbury to Court Street, thence through the centre of Court into State Street, thence through the centre of Congress to Milk Street, thence through Federal to Franklin Street, thence through Franklin, including both sides, to Washington Street, through Washington to West Street, thence across the Common to the Milldam, including the tenements on both sides of the Milldam road, and thence by the water to the bound first named.

*Boylston School, for Boys.*

Commencing at the water opposite Federal Street, thence through Federal, including both sides, to Milk Street, thence through the centre of Milk to Congress Street, thence through the centre of Congress to State Street, thence through the centre of State Street to the water, thence by the water to the bound first named.

*Brimmer School, for Boys.*

Includes all that portion of Boston which lies west of the centre of Washington Street, between the centre of Dedham Street and the centres of School and Beacon streets.

*Chapman School, for Boys and Girls.*

Comprises that portion of East Boston lying north of a line commencing at the Mystic River and running easterly through Central Square and Porter Street, along its continuation, to the Bay on the east.

*Dwight School, for Boys.*

Includes all of Boston south of the centre of Dedham Street.

*Eliot School, for Boys.*

Commencing at the Boston and Maine Railroad, at the water, thence by the line of said Railroad to Haymarket Square, thence from the Depot through Cross Street, excluding both sides, to the water by Commercial Street, thence by the water to the boundary first named.

*Everett School, for Girls.*

Includes all of Boston south of the centre of Dedham Street.

*Franklin School, for Girls.*

Includes all that portion of Boston which lies between the centre of Dedham Street, on the south, and the Worcester Railroad and a line drawn from its junction with Albany Street to the water, on the north.

*Hancock School, for Girls.*

Commencing on the Maine Railroad at the water, thence by the Railroad to Haymarket Square, through the centre of Haymarket Square to Portland Street, through the centre of Portland to Sudbury Street, through the centre of Sudbury to Court Street, through the centre of Court to State Street, through the centre of State Street to the water, thence by the water to the Maine Railroad, the bound first named.

*Lawrence School, for Boys and Girls.*

Comprises all that part of South Boston west and northwest of D Street.

*Lincoln School, for Boys and Girls.*

Includes all that part of South Boston east of Old Harbor

Street, and of a line running through the centre of Fifth and F streets to the shore of Boston Harbor.

*Lyman School, for Boys and Girls.*

Commencing at the Mystic River and running easterly through Central Square and Porter Street to the railroad, thence along the railroad through Decatur, Chelsea, Elbow, Meridian, Maverick, and Havre streets to the water, thence by the water to the bound first named.

*Mayhew School, for Boys.*

Commencing at the foot of Leveret Street, at Cragie's Bridge, thence through the centre of Leveret to Green Street, thence through the centre of Green to Chambers Street, thence through the centre of Chambers to Cambridge Street, thence across Cambridge and through the centre of Joy Street to Beacon Street, thence through the centre of Beacon and School Streets to Washington Street, thence through the centre of Washington to State Street, thence through the centre of State Street to the water, thence by the water to Cross Street, thence through Cross Street, including both sides, to Haymarket Square, thence by the line of the Boston and Maine Railroad to the water, and thence by the water to the bound first named.

*Phillips School, for Boys.*

Commencing at the Milldam, thence by the centre of Beacon to Joy Street, thence through the centre of Joy to Cambridge Street, thence across Cambridge Street, and through the centre of Chambers and Green Streets to Leveret Street, thence through the centre of Leveret Street to Cragie's Bridge, and thence by the water to the bound first named, including the tenements on both sides of the Milldam.

*Quincy School, for Boys.*

Includes all that portion of Boston lying between the centre of Dedham Street and the centre of State Street, bounded on the west by the centre of Washington Street, and on the east by a line running through the centres of Congress, Milk, Federal, excluding both sides, and Summer streets, and by the water.

*South Street School, for Girls.*

Commencing at the foot of State Street, through State, Washington, Summer, Chauncy, Essex, and Kingston streets, to the Worcester Railroad; thence by the railroad to its junction with Albany Street; thence by a line drawn at a right angle with Albany Street, to the water; thence by the water to the bound first named.

*Wells School, for Girls.*

Commencing at the water on the easterly end of Cambridge Bridge, thence by the water to the Boston and Maine Railroad, thence by said railroad to Causeway Street, thence by the centre of Causeway to Prospect Street, thence by the centre of Prospect Street to Lyman Place, thence by the centre of Lyman Place to Green Street, thence across Green and through the centre of Staniford to Cambridge Street, thence by the centre of Cambridge Street to the bound first named.

*Winthrop School, for Girls.*

Commencing at the water near the Milldam, thence across the Common to West Street, through the centre of West to Washington Street, through the centre of Washington to Summer Street, through the centre of Summer, Chauncy, Essex, and Kingston streets, to the Worcester Railroad, thence by the railroad to the bound first named.

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ORGANIZATION  
OF THE  
PUBLIC SCHOOLS.



# SCHOOL COMMITTEE

FOR 1861.

Hon. JOSEPH M. WIGHTMAN, *Mayor, ex officio.*

JOSEPH H. BRADLEY, *Pres. of the Common Council, ex officio.*

TERM EXPIRES JAN. 1862.	TERM EXPIRES JAN. 1863.	TERM EXPIRES JAN. 1864.
<i>Ward.</i>		
1—Adino B. Hall, William A. Krueger.	George F. Haskins, Charles O. Eaton.	Thomas Cass, Benjamin Fessenden.
2—John Noble, Samuel T. Cobb.	J. Wesley Hinckley. Seth C. Ames.	J. Harvey Woodbury, Frederick Kidder.
3—Edward D. G. Palmer, Samuel H. Randall.	John Newell, Aaron P. Richardson.	John N. Murdock, M. C. Greene.
4—George Bartlett, Loring Lothrop.	Aurelius D. Parker, Robert Treat Paine, Jr.	Nathaniel B. Shurtleff, Ezra Palmer.
5—Theophilus R. Marvin, Otis Norcross.	John W. Dadmun, John F. Jarvis.	William E. Townsend, William E. Coale.
6—J. Baxter Upham, J. C. Stockbridge.	Samuel K. Lothrop, George W. Tuxbury.	Robert W. Hooper, Russell Sturgis, Jr.
7—Charles D. Homans, Charles W. Sawyer.	Patrick Riley, Thomas W. Parsons.	Le Baron Russell, Charles F. Dana.
8—Thomas M. Brewer, Richard M. Hodges.	Rufus Ellis, Elijah C. Drew.	George H. Lyman, John B. Alley.
9—Elisha Bassett, William W. Morland.	William Read, M. Denman Ross.	Joseph L. Drew, Ezra S. Gannett.
10—Enoch C. Rolfe, Samuel J. M. Homer.	Daniel C. Eddy, Samuel A. Green.	Otis Kimball, James Dennie.
11—Charles W. Slack, Frederick F. Thayer.	Wm. H. Learnard, Jr., Matthias Rich, Jr.,	Henry Burroughs, Jr., Alden Speare.
12—Thomas Dawes, Choate Burnham.	Samuel W. Bates, Lewis C. Whiton.	John Duncan, Alvan Simonds.

JOHN D. PHILBRICK, *Superintendent of Public Schools.*

Office in City Hall. Office hours from 12 to 1 o'clock.

BARNARD CAPEN, *Secretary of the School Committee.*

ORGANIZATION  
OF THE  
BOARD OF SCHOOL COMMITTEE.

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STANDING COMMITTEES.

COMMITTEE ON ELECTIONS.

Messrs. SAMUEL W. BATES, 46 Washington Street.  
JOSEPH L. DREW, 52 Warren Street.  
WILLIAM A. KRUEGER, 42 Sheafe Street.  
AURELIUS D. PARKER, 20 Court Street.  
BENJAMIN FESSENDEN, 25 Charter Street.

COMMITTEE ON RULES AND REGULATIONS.

Messrs. GEORGE W. TUXBURY, 19 Court Street.  
SAMUEL K. LOTHROP, 12 Chestnut Street.  
WILLIAM READ, 713 Washington Street.  
CHARLES W. SLACK, 47 Congress Street.  
WILLIAM E. TOWNSEND, 15 Cambridge Street.

COMMITTEE ON SALARIES.

Messrs. EZRA PALMER, 1 Tremont Place.  
THEO. R. MARVIN, 42 Congress Street.  
ADINO B. HALL, 89 Salem Street.  
FREDERIC F. THAYER, 43 Kilby Street.  
J. HARVEY WOODBURY, 4 Princeton Street.

## COMMITTEE ON ACCOUNTS.

Messrs. JOHN B. ALLEY, 35 Boylston Street.  
ENOCH C. ROLFE, 563 Washington Street.  
ELIJAH C. DREW, 40 State Street.  
OTIS NORCROSS, 10 McLean Street.  
GEORGE BARTLETT, 3 Tremont Place.

## COMMITTEE ON TEXT-BOOKS.

Messrs. S. K. LOTHROP, 12 Chestnut Street.  
LE BARON RUSSELL, 1 Otis Place.  
GEORGE H. LYMAN, 152 Tremont Street.  
LORING LOTHROP, 43 Pinckney Street.  
HENRY BURROUGHS, JR., 82 Waltham Street.

## COMMITTEE ON SCHOOL HOUSES.

Messrs. OTIS KIMBALL, 38 Common Street.  
NATHANIEL B. SHURTLEFF, 2 Beacon Street.  
THOMAS M. BREWER, 131 Washington Street.  
J. C. STOCKBRIDGE, 42 Charles Street.  
WM. W. MORLAND, 7 Arlington Street.

## COMMITTEE ON MUSIC.

Messrs. J. BAXTER UPHAM, 31 Chestnut Street.  
WILLIAM READ, 713 Washington Street.  
LE BARON RUSSELL, 1 Otis Place.  
AARON P. RICHARDSON, 17 Green Street.  
SAMUEL J. M. HOMER, 100 Federal Street.

## LATIN AND HIGH SCHOOLS.

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### LATIN SCHOOL, BEDFORD STREET.

#### COMMITTEE.

NATHANIEL B. SHURTLEFF, *Chairman*, 2 Beacon Street.  
FREDERIC F. THAYER, *Secretary*, 6 Concord Square.  
GEORGE F. HASKINS, 2 North Square.  
SAMUEL T. COBB, 2 Belmont Square.  
JOHN N. MURDOCK, 18 Crescent Place.  
WILLIAM E. COALE, 4 Staniford Street.  
GEORGE W. TUXBURY, 19 Court Street.  
PATRICK RILEY, 10 Lincoln Street.  
RUFUS ELLIS, 4 Exeter Place.  
JOHN B. ALLEY, 35 Boylston Street.  
WILLIAM READ, 713 Washington Street.  
DANIEL C. EDDY, 13 Decatur Street.  
SAMUEL W. BATES, 46 Washington Street.

Francis Gardner, *Master*.

Edwin H. Magill, *Sub-Master*.

Charles J. Capen, Moses Merrill, Joseph A. Hale, Albert Palmer, and Franklin B. Gamwell, *Ushers*.

N. B. M. De Montrachy, *Teacher of French*.

## ENGLISH HIGH SCHOOL, BEDFORD STREET.

## COMMITTEE.

S. K. LOTHROP, *Chairman*, 12 Chestnut Street.  
WILLIAM E. TOWNSEND, *Secretary*, 15 Cambridge Street.  
CHARLES O. EATON, 89 Salem Street.  
JOHN NOBLE, 81 Lexington Street.  
SAMUEL H. RANDALL, 7 Chilson Place.  
LORING LOTHROP, 43 Pinckney Street.  
CHARLES F. DANA, 46 Court Street.  
ELIJAH C. DREW, 21 Harrison Avenue.  
WILLIAM W. MORLAND, 7 Arlington Street.  
SAMUEL A. GREEN, 19 Kneeland Street.  
JAMES DENNIE, 20 Eliot Street.  
MATTHIAS RICH, JR., 997 Washington Street.  
JOHN DUNCAN, 255 Fourth Street.

Thomas Sherwin, *Master*.  
Charles M. Cumston, *First Sub-Master*.  
Luther W. Anderson, *Second Sub-Master*.  
Ephraim Hunt and Charles Carroll, *Ushers*.  
William N. Bartholomew, *Teacher of Drawing*.

## GIRLS' HIGH AND NORMAL SCHOOL, MASON STREET.

## COMMITTEE.

LE BARON RUSSELL, *Chairman*, 1 Otis Place.  
 HENRY BURROUGHS, JR., *Secretary*, 82 Waltham Street.  
 ADINO B. HALL, 89 Salem Street.  
 J. HARVEY WOODBURY, 4 Princeton Street.  
 M. C. GREENE, 15 Green Street.  
 EZRA PALMER, 1 Tremont Place.  
 JOHN F. JARVIS, 83 Leveret Street.  
 ROBERT W. HOOPER, 107 Beacon Street.  
 THOMAS M. BREWER, 131 Washington Street.  
 GEORGE H. LYMAN, 152 Tremont Street.  
 EZRA S. GANNETT, 10 Boylston Place.  
 ENOCH C. ROLFE, 563 Washington Street.  
 THOMAS DAWES, 52 G Street.

William H. Seavey, *Master*.  
 Harriet E. Caryl, *Head Assistant*.

## ASSISTANTS.

Maria A. Bacon,	Margaret A. Badger,
Helen W. Avery,	Emma A. Temple,
Catharine Knapp,	Mary E. Seates,
Annie S. Greene,	Adeline L. Sylvester.

Carl Zerrahn, *Teacher of Vocal Music*.  
 William N. Bartholomew, *Teacher of Drawing*.  
 Jules Macheret, *Teacher of French*.  
 Phillip Willner, *Teacher of German*.

THE SCHOOL DISTRICTS,  
ARRANGED IN ALPHABETICAL ORDER.

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## ADAMS SCHOOL DISTRICT.

## COMMITTEE.

SAMUEL T. COBB, *Chairman*, 2 Belmont Square.  
 J. WESLEY HINCKLEY, 29 Meridian Street.  
 JOHN NOBLE, 81 Lexington Street.  
 J. HARVEY WOODBURY, 4 Princeton Street.  
 SETH C. AMES, 131 Webster Street.  
 FREDERIC KIDDER, *Secretary*, Sturtevant House.

## ADAMS SCHOOL, BELMONT SQUARE, EAST BOSTON.

Percival W. Bartlett, <i>Master</i> . Cl. I., Div. 1, Boys and Girls.	Jane S. Tower, <i>Head Assistant</i> . Cl. I., Div. 1, Boys and Girls.
Robert C. Metcalf, <i>Sub-Master</i> . Cl. I., Div. 2, Boys and Girls.	Margaret J. Allison, <i>Head Assistant</i> . Cl. II., Girls.
	Elizabeth E. Lothrop, <i>Head Assistant</i> . Cl. II., Boys.

*Assistants.*

Josephine J. Jones, Cl. III., Div. 1, Girls.	Mary C. White, Cl. III., Div. 2, Boys.
Mary E. Hoffman, Cl. III., Div. 1, Boys.	Lucy A. Wiggin, Cl. IV., Div. 2, Girls.
Almira G. Smith, Cl. IV., Div. 1, Girls.	Sarah J. D'Arcy, Cl. IV., Div. 2, Boys.
Chas. Butler, <i>Teacher of Vocal Music</i> .	
Eliza A. Wiggin, <i>Teacher of Sewing</i> .	

## PRIMARY SCHOOLS.

<i>Teachers.</i>	<i>Location.</i>	<i>Sub-Committees.</i>
Rosa L. Morse,	No. 1 Sumner Street,	Mr. Cobb.
Emily C. Morse,	" 2 " "	
Sarah F. Wiggin,	" 3 " . "	
Mary E. McLoud,	" 4 " "	
Annette A. Webster,	Adams Schoolhouse,	Mr. Ames.
Sarah E. Washburn,	No. 1 Webster Street,	
Mary H. Allen,	" 2 " "	
Susan D. Wilde,	" 3 " "	
Esther L. Morse,	" 4 " "	

## BIGELOW SCHOOL DISTRICT.

## COMMITTEE.

THOMAS DAWES, *Chairman*, 52 G Street.  
 CHOATE BURNHAM, 284 Broadway.  
 JOHN DUNCAN, 255 Fourth Street.  
 SAMUEL W. BATES, 46 Washington Street.  
 LEWIS C. WHITON, Gates Street.  
 ALVAN SIMONDS, *Secretary*, 95 Dorchester Avenue.

## BIGELOW SCHOOL, FOURTH STREET, SOUTH BOSTON.

Joseph Hale, <i>Master</i> .	Rachel C. Mather, <i>Head Assistant</i> .
Cl. I., Div. 1.	Cl. I., Div. 1.
Chas. Goodwin Clark, <i>Sub-Master</i> .	Julia M. Baxter, <i>Head Assistant</i> .
Cl. I., Div. 2.	Cl. II., Div. 1.
	Celinda Seaver, <i>Head Assistant</i> .
	Cl. IV., Div. 2.

*Assistants.*

Mary A. Hale, Cl. II., Div. 2.	Jane M. Cherrington, Cl. III., Div. 3.
Louisa M. Wellington, Cl. II., Div. 3.	Elizabeth Williams, Cl. IV., Div. 1.
Emily A. Russell, Cl. III., Div. 1.	Lucy E. Lovell, Cl. IV., Div. 4.
Roxanna N. Blanchard, Cl. III., Div. 2.	Sophia B. Whiton, Cl. IV., Div. 3.
	<i>Washington Village Branch.</i>
	Harriet S. Howes, Cl. IV., Div. 1, 2, 3, 4.

Elizabeth Dodge, *Teacher of Sewing.*

Albert Drake, *Teacher of Music.*

## PRIMARY SCHOOLS.

Teachers.	Location.	Sub-Committees.
Sarah E. R. Manning,	No. 1 Hawes Hall,	Mr. Bates.
Elizabeth A. Groves,	" 4 " "	" Simonds.
Martha C. Jenks,	" 5 " "	" Simonds.
Ruth S. Dillaway,	" 6 " "	" Whiton.
Annie C. Gill,	" 7 " "	" Whiton.
Tiley Ann Bolkeom,	" 8 " "	" Bates.
Josephine B. Cherrington,	Rear of Hawes Hall,	" Burnham.
Sarah A. Graham,	" " "	" Burnham.
Maria A. Cook,	Washington Village,	" Duncan.
Emeline L. Tolman,	" " "	" Duncan.
Florence W. Stetson,	" " "	" Dawes.
Caroline R. Holway,	Mattapan Hall,	" Burnham.

## BOWDOIN SCHOOL DISTRICT.

## COMMITTEE.

ROBERT W. HOOPER, *Chairman*, 107 Beacon Street.  
 NATHANIEL B. SHURTLEFF, 2 Beacon Street.  
 J. BAXTER UPHAM, 31 Chestnut Street.  
 WILLIAM E. TOWNSEND, 15 Cambridge Street.  
 LORING LOTHROP, 43 Pinckney Street.  
 RUSSELL STURGIS, JR., 13 Joy Street.  
 AARON P. RICHARDSON, 17 Green Street.  
 ROBERT TREAT PAINE, JR., *Secretary*, 42 Court Street.  
 CHARLES F. DANA, 46 Court Street.  
 M. C. GREENE, 15 Green Street.

## BOWDOIN SCHOOL, MYRTLE STREET.

Daniel C. Brown, <i>Master.</i>	Rebecca Lincoln, <i>Head Assistant,</i> Cl. I., Div. 3.
Mary A. Murdock, <i>Head Assistant.</i> Cl. I., Div. 2.	Marey Ann Smith, <i>Head Assistant.</i> Cl. I., Div. I.

*Assistants.*

Mary S. Robinson, Cl. II., Div. 1.	Martha A. Palmer, Cl. III., Div. 3.
Elizabeth B. Mitchell, Cl. II., Div. 2.	Irene W. Wentworth, Cl. IV., Div. 1.
Hannah S. Andrews, Cl. III., Div. I.	Mary A. Proctor, Cl. IV., Div. 2.
Sophia B. Horr, Cl. III., Div. 2.	Lucy C. Gould.

Charles Butler, *Teacher of Music.*

*Teachers.**Location.**Sub-Committees.*

Malverda N. Parker,	No. 1—Bowdoin Sq. Ch., Mr. Upham.
Mary A. Howe,	2—Bowdoin Sq. Ch., " Upham.
C. Eliza Wason,	1—Joy Street, " Lothrop.
Charlotte A. Curtis,	1—Fruit Street, " Paine.
S. Elizabeth Adams,	1—Revere Street, " Sturgis.
Marianne Stephens,	2—Revere Street, " Sturgis.
F. D. R. Whitman,	1—Blossom Street, " Richardson.
Olive Ruggles,	2 " " " Richardson.
Sarah A. Cushing,	3 " " " Richardson.

## BOYLSTON SCHOOL DISTRICT.

## COMMITTEE.

AURELIUS D. PARKER, *Chairman*, 20 Court Street.  
 CHARLES D. HOMANS, 12 West Street.  
 LE BARON RUSSELL, 1 Otis Place.  
 PATRICK RILEY, 10 Lincoln Street.  
 CHARLES W. SAWYER, Pearl Street House.  
 THOMAS W. PARSONS, 16 Winter Street.  
 RUSSELL STURGIS, JR., 13 Joy Street.  
 RICHARD M. HODGES, 50 Chauncey Street.  
 ALVAN SIMONDS, 95 Dorchester Avenue.  
 CHARLES F. DANA, *Secretary*, 46 Court Street.

## BOYLSTON SCHOOL, FORT HILL.

William T. Adams, <i>Master</i> ,	Willard S. Cobb, <i>Usher</i> ,
Cl. I., Div. 1.	Cl. II., Div. 1.
John Jameson, <i>Sub-Master</i> ,	Sarah E. Emmons, <i>Head Assistant</i> .
Cl. I., Div. 2.	

*Assistants.*

Sarah Fuller,	Minnie A. Farwell,
Cl. II., Div. 2.	Cl. IV., Div. 3.
Mary L. Holland,	Averick S. White,
Cl. III., Div. 1.	Cl. IV., Div. 2.
Mary A. Davis,	Carrie L. G. Badger,
Cl. III., Div. 2.	Cl. IV., Div. 1.
Emily S. Hutchins,	
Cl. IV., Div. 4.	

Charles Butler, *Teacher of Music.*

## PRIMARY SCHOOLS.

*Teachers.*

	<i>Location.</i>	<i>Sub-Committees.</i>
Sarah A. Lombard,	No. 1—Lane Place,	
Margaret F. Tappan,	2 " "	{ Messrs. Russell and Dana.
Maria W. Parker,	3 " "	
Adelia E. Edwards,	4 " "	
Emily Peaslee,	5 " "	Mr. Simonds.
Ellen M. Perkins,	6 " "	{ Mr. Parker.
Mary E. Sawyer,	7 " "	
Maria B. Clapp,	8 " "	Mr. Simonds.
Celeste Weed,	9 " "	{ Messrs. Riley and Parsons.
A. E. N. Treadwell,	Fort Hill,	
Anna M. Desmond,	High-Street Place,	
Abby M. Parker,	" "	Mr. Sturgis.
Angelia M. Newmarch,	" "	" Parker.
Octavia C. Heard,	" "	" Sawyer.
Maria J. Coburn,	" "	" Sturgis.
Mary G. Hillman,	" "	" Sawyer.
Julia B. Lombard,	Purchase Place,	{ " Homans.
Anna M. Leecain,	Belcher Lane,	
Harriette B. Cutler,	" "	
H. Isabella Hopkins,	" "	" Hodges.
Lydia B. Felt,	High Street,	{ Messrs. Riley and Parsons.
Ruth E. Rowe,	" "	
Celia Hixon,	" "	
		Mr. Hodges.
		" Sturgis.
		" Dana.

## BRIMMER SCHOOL DISTRICT.

## COMMITTEE.

JOHN B. ALLEY, *Chairman*, 35 Boylston Street.  
 GEORGE H. LYMAN, 152 Tremont Street.  
 WILLIAM READ, 713 Washington Street.  
 OTIS KIMBALL, 38 Common Street.  
 ELISHA BASSETT, 335 Tremont Street.  
 SAMUEL A. GREEN, *Secretary*, 19 Kneeland Street.  
 M. DENMAN ROSS, 76 Boylston Street.  
 EZRA S. GANNETT, 10 Boylston Place.  
 WILLIAM W. MORLAND, 7 Arlington Street.

## BRIMMER SCHOOL, COMMON STREET.

Joshua Bates, <i>Master</i> ,	William Reed, <i>Usher</i> ,
Cl. I., Div. 1.	Cl. II., Div. 1.
Wm. L. P. Boardman, <i>Sub-Master</i> ,	Rebecca L. Duncan, <i>Head Assistant</i> .
Cl. I., Div. 2.	

*Assistants.*

Mary E. Beck,	Harriet E. Howard,
Cl. II., Div. 2.	Cl. IV., Div. 1.
Augusta H. Farrar,	Harriet N. Lane,
Cl. II., Div. 3.	Cl. IV., Div. 2.
Mercie T. Snow,	Mary M. Knight,
Cl. III., Div. 1.	Cl. IV., Div. 3.
Susan P. Cunningham,	Mercy A. Davie,
Cl. III., Div. 2.	Cl. IV., Div. 4.
Amanda Snow,	
Cl. III., Div. 3.	

Edwin Bruce, *Music Teacher*.

## PRIMARY SCHOOLS.

*Teachers.**Location.**Sub-Committees.*

Eliza F. Moriarty,	No. 1—Brimmer Sch. ho.	Read and Kimball.
Eliza E. Foster,	2      "      "	Kimball and Read.
Lucy H. Symonds,	3      "      "	Kimball and Read.
Emma F. Whiton,	1—Warren Street,	Green and Alley.
Sarah R. Bowles,	2      "      "	Alley and Lyman.
M. Anne Bourne,	3      "      "	Morland and Green.
Dorcas B. Baldwin,	4      "      "	Read and Green.
Deborah K. Burgess,	5      "      "	Gannett and Ross.
Sarah Farley,	6      "      "	Kimball and Bassett.
Martha J. Cooledge,	1—Newbern Place,	Lyman and Gannett.
Rebecca J. Weston,	2      "      "	Bassett and Ross.
Cath. M. E. Richardson,	3      "      "	Ross and Morland.

## CHAPMAN SCHOOL DISTRICT.

## COMMITTEE.

JOHN NOBLE, *Chairman*, 81 Lexington Street.  
 J. HARVEY WOODBURY, *Secretary*, 4 Princeton Street.  
 J. WESLEY HINCKLEY, 29 Meridian Street.  
 SAMUEL T COBB, 2 Belmont Square.  
 SETH C. AMES, 131 Webster Street.  
 FREDERIC KIDDER, Sturtevant House.

## CHAPMAN SCHOOL, EUTAW STREET.

John P. Averill, <i>Master</i> ,	Philura Wright, <i>Head Assistant</i> ,
Cl. I., Div. 1, Boys and Girls.	Cl. I., Div. 1, Girls.
William H. Ward, <i>Sub-Master</i> ,	Maria D. Kimball, <i>Head Assistant</i> ,
Cl. I., Div. 2, Boys and Girls.	Cl. II., Div. 1, Boys.
Emily Ward, <i>Head Assistant</i> ,	Sarah E. Batcheller,
Cl. I., Div. 1.	Cl. IV., Div. 1, Boys.

*Assistants.*

Roxellana Howard,	Mary A. H. Pingree,
Cl. III., Div. 1, Girls.	Cl. IV., Div. 1, Girls.
A. Delia Stickney,	Mary M. Morse,
Cl. II., Div. 2, Boys.	Cl. III., Div. 2, Boys.
Mary E. Moore,	Anne E. Walker,
Cl. III., Div. 2, Girls.	Cl. IV., Div. 2, Girls.
Louisa M. Collyer,	Sarah T. Butler, <i>Porter Street Branch</i> .
Cl. III., Div. 1, Boys.	Cl. IV., Div. 2, Boys.
Frances C. Close, <i>Teacher of Sewing</i> .	
Charles Butler, <i>Music Teacher</i> .	

## PRIMARY SCHOOLS.

<i>Teachers.</i>	<i>Location.</i>	<i>Sub-Committees.</i>
Mary C. Hall,	No. 1-Lexington Street,	
Louisa Curtis,	2 " "	Mr. Kidder.
Elizabeth G. Johnson,	3 " "	
Huldah H. Mitchell,	1-Porter Street,	
Emily C. Sturtevant,	2 " "	Mr. Woodbury.
Mary D. Day,	3 " "	
Jane E. Beale,	4 " "	
Sarah A. Pratt,	5 " "	Mr. Noble.
Helen A. Banks,	1-Saratoga st No. 224	
Mary E. Morse,	2 " " "	
Sarah A. Small,	3 " " " No. 374	Mr. Kidder.
Zelinda L. Barnes,	1 " " "	
Ellen M. Robbins,	2 " " "	
Margaret A. Bartlett,	1-Monmouth Street,	
Hannah F. Crafts,	2 " " "	
Harriet N. Tyler	Bennington Hall,	

## DWIGHT SCHOOL DISTRICT.

## COMMITTEE.

JOSEPH L. DREW, *Chairman*, 52 Warren Street.  
 FREDERIC F. THAYER, 6 Concord Square.  
 ENOCH C. ROLFE, 563 Washington Street.  
 HENRY BURROUGHS, JR., 82 Waltham Street.  
 MATTHIAS RICH, JR., 997 Washington Street.  
 WILLIAM H. LEARNARD, JR., 61 Rutland Street.  
 CHARLES W. SLACK, *Secretary*, 10 Garland Street.  
 DANIEL C. EDDY, 23 Decatur Street.  
 JAMES DENNIE, 20 Eliot Street.  
 ALDEN SPEARE, 16 East Brookline Street.

## DWIGHT SCHOOL, SPRINGFIELD STREET.

James A. Page, <i>Master</i> , Cl. I., Div. 1.	Lucius A. Wheelock, <i>Usher</i> , Cl. II., Div. 1.
Charles Hutchins, <i>Sub-Master</i> , Cl. I., Div. 2.	Anna C. Ellis, <i>Head Assistant</i> , Cl. I., Div. 1.

## Assistants.

Gertrude Taylor, Cl. II., Div. 2.	Clara B. Gould, Cl. IV., Div. 2.
Jane M. Hight, Cl. III., Div. 1.	Emma A. Holmes, Cl. IV., Div. 3.
Anna F. Halstrick, Cl. III., Div. 2.	Martha A. Joslin, Cl. IV., Div. 4.
Mary T. Ross, Cl. III., Div. 3.	Mary J. Gardner, Cl. IV., Div. 5.
Eva M. Keller, Cl. IV., Div. 1.	Mary J. Chandler,

Charles Butler, *Teacher of Music*.

## PRIMARY SCHOOLS.

<i>Teachers.</i>	<i>Location.</i>	<i>Sub-Committees.</i>
Mary F. Moore,	No. 1-Rutland Street.	Mr. Rich.
Augusta A. Davis,	2      "      "	" Dennie.
Mary C. R. Towle,	3      "      "	" Burroughs.
Henrietta Draper,	4      "      "	" Thayer.
Eliza G. Swett,	5      "      "	" Speare.
Jane P. Titcomb,	6      "      "	" Eddy.

## ELIOT SCHOOL DISTRICT.

## COMMITTEE.

EDWARD D. G. PALMER, *Chairman*, 13 Portland Street.  
 ADINO B. HALL, 89 Salem Street.  
 WILLIAM A. KRUEGER, 42 Sheafe Street.  
 GEORGE F. HASKINS, 2 North Square.  
 CHARLES O. EATON, *Secretary*, 89 Salem Street.  
 SAMUEL H. RANDALL, 7 Chilson Place.  
 JOHN W. DADMUN, 67 Brighton Street.  
 BENJAMIN FESSENDEN, 25 Charter Street.  
 THOMAS CASS, 14 North Bennet Street.  
 JOHN F. JARVIS, 83 Leveret Street.

## ELIOT SCHOOL, NORTH BENNET STREET.

Samuel W. Mason, <i>Master</i> ,	Walter H. Newell, <i>Usher</i> ,
Cl. I., Div. 1.	Cl. II., Div. 1.
McLaurin F. Cook, <i>Sub-Master</i> ,	Sophia A. Poole, <i>Head Assistant</i> ,
Cl. I., Div. 2.	Cl. I., Div. 1.

*Assistants.*

Elizabeth M. Turner, Cl. II., Div. 2.	Fanny R. Richardson, Cl. IV., Div. 1.
S. Carrie Goodrich, Cl. II., Div. 3.	Clara H. Nickerson, Cl. IV., Div. 2.
Anna E. Dyke, Cl. III., Div. 1.	Georgiana D. Russell, Cl. IV., Div. 3.
Helen Faxon, Cl. III., Div. 2.	Victoria G. Wheat, Cl. IV., Div. 4.
Frances M. Bodge, Cl. III., Div. 3.	Anna L. Learnard, Cl. IV., Div. 5.
Angeline M. Cole, Cl. III., Div. 4.	

Edwin Bruce, *Teacher of Music.*

## PRIMARY SCHOOLS.

<i>Teachers.</i>	<i>Location.</i>	<i>Sub-Committees.</i>
Sarah A. Winsor,	No. 1-Snelling Place,	Mr. Kreuger.
Sophia Shepard,	2 " "	{ " Jarvis.
Clarissa Davis,	3 " "	{ " Hall.
	4 " "	"
Sarah C. Chevaillier,	5 " "	" Palmer.
Harriet S. Boody,	6 " "	" Cass.
Eliza Brintnall,	1-22 Charter Street,	" Dadmun.
Eliza J. Cosgrave,	2 " "	" Eaton.
Mary A. Cushing,	3 " "	" Cass.
Juliaette Davis,	4 " "	" Fessenden.
Sarah Ripley,	1 rear 22 Charter St.	{ " Randall.
Julia Ann Cutts,	2 " "	{ " "
L. Isabelle Tewksbury,	3 " "	Eaton.
Helen M. Warner,	1-Hanover Avenue,	" Fessenden.
Mary E. Barrett,	2 " "	{ " "
Maria A. Gibbs,	3 " "	Haskins.

## EVERETT SCHOOL DISTRICT.

## COMMITTEE.

CHARLES W. SLACK, *Chairman*, 10 Garland Street.  
 ALDEN SPEARE, 16 East Brookline Street.  
 HENRY BURROUGHS, JR., 82 Waltham Street.  
 ENOCH C. ROLFE, 563 Washington Street.  
 JAMES DENNIE, 20 Eliot Street.  
 JOSEPH L. DREW, 52 Warren Street.  
 MATTHIAS RICH, JR., *Secretary*, 997 Washington Street.  
 DANIEL C. EDDY, 23 Decatur Street.  
 WILLIAM H. LEARNARD, JR., 61 Rutland Street.  
 FREDERIC F. THAYER, 6 Concord Square.

## EVERETT SCHOOL, WEST NORTHAMPTON STREET.

George B. Hyde, *Master*,  
 Cl. I., Div. 1. Eliza A. Harding, *Head Assistant*.  
 Cl. I., Div. 1.

*Assistants.*

Frances E. Keller, Cl. I., Div. 2.	Louisa M. Alline, Cl. III., Div. 3.
Janet M. Crighton, Cl. II., Div. 1.	Ann J. Bolden, Cl. IV., Div. 1.
Elizabeth A. Browne, Cl. II., Div. 2.	Frances R. Josselyn, Cl. IV., Div. 2.
Susan E. Green, Cl. III., Div. 1.	Sarah W. Pollard, Cl. IV., Div. 3.
Louisa Tucker, Cl. III., Div. 2.	

Mrs. Eleanor L. Browne, *Teacher of Sewing*.  
 Charles Butler, *Teacher of Music*.

## PRIMARY SCHOOLS.

*Teachers.**Location.**Sub-Committees.*

Caroline F. Barr,	No. 1-Concord Street,	Mr. Rich.
Elizabeth Newman,	2 " "	" Drew.
Eliza C. Gould,	3 " "	" Slack.
Anna R. Frost,	4 " "	" Rolfe.
Caroline S. Lamb,	5 " "	" Learnard.
Mary A. Crocker,	6 " "	" Dennie.
Betsey H. Warren,	7 " "	" Speare.
Lydia F. Blanchard,	8 " "	" Thayer.

## FRANKLIN SCHOOL DISTRICT.

## COMMITTEE.

HENRY BURROUGHS, JR., *Chairman*, 82 Waltham Street.  
 JOSEPH L. DREW, 52 Warren Street.  
 CHARLES W. SLACK, 10 Garland Street.  
 FREDERIC F. THAYER, 6 Concord Square.  
 WILLIAM H. LEARNARD, JR., *Secretary*, 61 Rutland Street.  
 DANIEL C. EDDY, 23 Decatur Street.  
 MATTHIAS RICH, JR., 997 Washington Street.  
 ENOCH C. ROLFE, 563 Washington Street.  
 JAMES DENNIE, 20 Eliot Street.  
 ALDEN SPEARE, 16 East Brookline Street.

## FRANKLIN SCHOOL, RINGGOLD STREET.

Samuel L. Gould, <i>Master</i> ,	Catharine T. Simonds, <i>Head Assistant</i> ,
Cl. I., Div. 1.	Cl. III., Div. 1.
Mary H. Ellis, <i>Head Assistant</i> ,	Sarah A. Gale, <i>Head Assistant</i> ,
Cl. I., Div. 1.	Cl. IV., Div. 1.

## Assistants.

Sarah P. Mitchell,	Elizabeth J. Brown,
Cl. I., Div. 2.	Cl. III., Div. 2.
Lydia H. Emmons,	L. Isabel Barry,
Cl. II., Div. 1.	Cl. III., Div. 3.
P. Catharine Bradford,	Mary J. Leach,
Cl. II., Div. 2.	Cl. IV., Div. 2.
Susan E. Gates,	Mary A. Mitchell,
Cl. II., Div. 3.	Cl. IV., Div. 3.
Abbie F. Davis,	

Maria S. Wolcott, *Teacher of Sewing*.  
 Charles Butler, *Teacher of Music*.

## PRIMARY SCHOOLS.

<i>Teachers.</i>	<i>Location.</i>	<i>Sub-Committees.</i>
Jane S. Hobart,	No. 1-Genesee Street,	Mr. Slack.
Susan H. Chaffee,	2 " "	{ " Drew.
Abbie K. Sweetser,	3 " "	
Helen E. Eaton,	1-Suffolk Street,	{ " Dennie.
Emeline J. Brown,	2 " "	
Josephine G. Whipple,	3 " "	{ " Eddy.
Georgiana A. Ballard,	4 " "	
Elizabeth P. Cummings,	5 " "	{ " Learnard.
Maria Jenkins,	6 " "	" Slack.
Frances M. Sylvester,	7 " "	" Eddy.
Lucy M. Beck,	1-Groton Street,	" Rolfe.
Eliza J. Dyar,	2 " "	" Speare.
Eliza Ann Tirrell,	3 " "	" Rich.
Hannah M. Coolidge,	4 " "	{ " Thayer.
Harriet M. Faxon,	5 " "	" Burroughs.
Caroline A. Miller,	6 " "	" Learnard.

## HANCOCK SCHOOL DISTRICT.

## COMMITTEE.

ADINO B. HALL, *Chairman*, 89 Salem Street.  
 EDWARD D. G. PALMER, 13 Portland Street.  
 WILLIAM A. KREUGER, 42 Sheafe Street.  
 GEORGE BARTLETT, 3 Tremont Place.  
 CHARLES O. EATON, *Secretary*, 89 Salem Street.  
 ROBERT TREAT PAINE, JR., 42 Court Street.  
 JOHN NEWELL, 19 Crescent Place.  
 GEORGE F. HASKINS, 2 North Square.  
 AARON P. RICHARDSON, 17 Green Street.  
 THOMAS CASS, 14 North Bennet Street.  
 BENJAMIN FESSENDEN, 15 Charter Street.

## HANCOCK SCHOOL, RICHMOND PLACE.

George Allen, Jr., <i>Master</i> ,	Angelina A. Brigham, <i>Head Assistant</i> .
Cl. I., Div. 1.	Cl. I., Div. 1.
Phineas G. Parmenter, <i>Sub-Master</i> ,	
Cl. I., Div. 2.	

*Assistants.*

Susan W. Porter,	Anne B. Hall,
Cl. I., Div. 3.	Cl. III., Div. 3.
Esther F. Wilder,	Achsah Barnes,
Cl. II., Div. 1.	Cl. III., Div. 4.
Sarah E. White,	Malvina R. Brigham,
Cl. II., Div. 2.	Cl. IV., Div. 1.
Henrietta L. Pierce,	Mary S. Gale,
Cl. II., Div. 3.	Cl. IV., Div. 2.
Helen M. Hitchings,	Ellen A. Hunt,
Cl. III., Div. 1.	Cl. III.
Martha F. Winning,	
Cl. III., Div. 2.	

Jennie B. Buck, *Teacher of Sewing*.  
 Edwin Bruce, *Teacher of Music*.

## PRIMARY SCHOOLS.

<i>Teachers.</i>	<i>Location.</i>	<i>Sub-Committees.</i>
Mary L. Cunningham,	No. 1-Thacher Street,	Mr. Eaton.
Sarah L. Shepard,	2 " "	" Bartlett.
Sarah F. Ellis,	3 " "	" Newell.
Nancy B. Seaver,	1-N. Margin Street,	" Newell.
	2 " "	" Hall.
Elizabeth F. Frye,	1-Hanover Street,	" Paine.
Emily A. Tewksbury,	2 " "	" Paine.
Margaret W. Hall,	3 " "	" Palmer.
Adeline S. Bodge,	1-Bennet Avenue,	}" Haskins.
Harriet B. Vose,	2 " "	
Eunice F. Linsley,	1-Sheafe Street,	" Hall.
Martha F. Boody,	2 " "	" Richardson.
Esther W. Mansfield,	3 " "	"
Anna H. Burns,	1-Cooper Street,	}" Cass.
Susan Page,	2 " "	
Fannie E. Harrod,	3 " "	}" Krueger.
Kate S. Sawyer,	4 " "	

## LAWRENCE SCHOOL DISTRICT.

## COMMITTEE.

CHOATE BURNHAM, *Chairman*, 284 Broadway.  
 THOMAS DAWES, 52 G Street.  
 JOHN DUNCAN, 255 Fourth Street.  
 LEWIS C. WHITON, Gates Street.  
 SAMUEL W. BATES, Old Harbor Street.  
 ALVAN SIMONDS, *Secretary*, 95 Dorchester Avenue.  
 CHARLES W. SAWYER, Pearl Street House.

## LAWRENCE SCHOOL, THIRD STREET, SOUTH BOSTON.

Josiah A. Stearns, <i>Master</i> ,	Mary W. Conant, <i>Head Assistant</i> ,
Cl. I., Div. 1.	Cl. II., Div. 1.
Henry C. Hardon, <i>Sub-Master</i> ,	Kate W. Towne, <i>Head Assistant</i> ,
Cl. I., Div. 2.	Cl. II., Div. 2.
L. F. Bradley, <i>Head Assistant</i> ,	
Cl. I., Div. 1.	

*Assistants.*

Juliette Smith,	Margarette A. Moody,
Cl. II., Div. 3.	Cl. IV., Div. 1.
Alice Cooper,	Louisa C. Richards,
Cl. III., Div. 1.	Cl. IV., Div. 2.
Martha J. Newmarch,	Jane Louisa Sharpe,
Cl. III., Div. 2.	Cl. IV., Div. 3.
Olive M. Jeffords,	Mary V. Dillaway,
Cl. III., Div. 3.	Cl. IV., Div. 4.
Elizabeth S. Jeffords,	Eliza L. Darling,
Cl. III., Div. 4.	Cl. IV., Div. 5.

Sarah J. Bliss, *Teacher of Sewing.*

Albert Drake, *Teacher of Music.*

## PRIMARY SCHOOLS.

<i>Teachers.</i>	<i>Location.</i>	<i>Sub-Committees.</i>
Lucinda Smith,	No. 1-Silver Street,	{ Mr. Duncan.
Olive W. Green,	2 " "	"
Sarah S. Blake,	3 " "	" Burnham.
Mary E. Fox,	4 " "	"
Elizabeth S. Allen,	5 " "	" Sawyer.
Mary F. Baker,	6 " "	"
Elizabeth Hill,	1 Mather Schoolhouse	"
Sarah F. Hall,	2 " "	" Dawes.
Sarah V. Cunningham,	3 " "	"
Mary K. Davis,	4 " "	" Simonds.
Rebecca H. Bird,	5 " "	"
Mary Lincoln,	6 " "	"
Anna R. Thornton,	7 " "	"
Mary A. Macnair,	8 " "	" Whiton.
Laura A. Reed,	9 " "	"
Harriet W. Hammond,	10 " "	" Bates.
Mary A. Spear,	Vestry, Univ. Church,	"
Mary F. Peeler,	Barker's Building,	" Sawyer.

## LINCOLN SCHOOL COMMITTEE.

## COMMITTEE.

JOHN DUNCAN, *Chairman*, 255 Fourth Street.

THOMAS DAWES, 52 G Street.

CHOATE BURNHAM, 28½ Broadway.

LEWIS C. WHITON, Gates Street.

SAMUEL W. BATES, Old Harbor Street.

DANIEL C. EDDY, 23 Decatur Street.

ALVAN SIMONDS, *Secretary*, Mechanics' Bank.

## LINCOLN SCHOOL, BROADWAY, SOUTH BOSTON.

Samuel Barrett, *Master*,

Cl. I., Div. 1.

Chas. A. Morrill, *Sub-Master*,

Cl. I., Div. 2.

Mary E. Balch, *Head Assistant*.

Cl. I., Div. 1.

Martha A. Dearborn, *Head Assistant*.

Cl. II., Div. 1.

Myra S. Butterfield, *Head Assistant*.

Cl. III., Div. 2.

*Assistants.*

Anne M. Brown,

Cl. II., Div. 2.

Laura Bartlett,

Cl. III., Div. 1.

Cynthia H. Sears,

Cl. III., Div. 3.

Ariadne B. Jewell,

Cl. IV., Div. 1.

Frances A. Nickles,

Cl. IV., Div. 2.

Albert Drake, *Teacher of Vocal Music*.

Elizabeth Bedlington, *Teacher of Sewing*.

## PRIMARY SCHOOLS.

*Teachers.**Location.**Sub-Committees.*

Laura J. Gerry,	No. 1—Lincoln Schoolhouse,	Mr. Burnham.
Mary H. Faxon,	2      "      "	"      Bates.
Mary E. Easton,	3      "      "	"      Duncan.
Caroline S. Burrill,	2—Hawes Hall,	{      "      Eddy.
Lucy C. Bartlett,	3      "      "	
Lydia N. Bates,	1—City Point,	"      Simonds.
Carrie M. Lyon,	2      "      "	"      Dawes.
Annie E. Wallcut,	3      "      "	"      Whiton.
Susan W. Smith,	4      "      "	"      Simonds.

## LYMAN SCHOOL DISTRICT.

## COMMITTEE.

SETH C. AMES, *Chairman*, 131 Webster Street.  
 J. WESLEY HINCKLEY, *Secretary*, 29 Meridian Street.  
 J. HARVEY WOODBURY, 4 Princeton Street.  
 JOHN NOBLE, 81 Lexington Street.  
 SAMUEL T. COBB, 2 Belmont Square.  
 FREDERIC KIDDER, Sturtevant House.  
 BENJAMIN FESSENDEN, 25 Charter Street.

## LYMAN SCHOOL, MERIDIAN STREET, EAST BOSTON.

Hosea H. Lincoln, <i>Master</i> ,	Mary S. Gage, <i>Head Assistant</i> ,
Cl. I., Div. 1.	Cl. III., Boys.
James F. Blackinton, <i>Sub-Master</i> ,	Cordelia Lothrop, <i>Head Assistant</i> ,
Cl. II., Boys.	Cl. II. and III., Girls.
Mary O. Bulfinch, <i>Head Assistant</i> ,	
Cl. I., Div. 2.	

*Assistants.*

Eliza F. Russell,	Mary A. Turner,
Cl. IV., Div. 1, Boys.	Cl. IV., Girls.
	Amelia H. Pitman,
	Cl. IV., Div. 2, Boys.
Frances C. Close, <i>Teacher of Sewing</i> .	
Charles Butler, <i>Teacher of Vocal Music</i> .	

## PRIMARY SCHOOLS.

<i>Teachers.</i>	<i>Location.</i>	<i>Sub-Committees.</i>
Mary K. Crane,	No. 1-Paris Street,	{ Mr. Fessenden.
Clary J. Dyer,	2    "    "	
Isabella A. Bilby,	3    "    "	
Hannah C. Atkins,	4    "    "	
Susan H. M. Swan,	5    "    "	
Hannah L. Manson,	6    "    "	
Angeline M. Cudworth,	1-Elbow Street,	Mr. Hinckley.
Helen H. Plumley,	2    "    "	
Sarah J. Bosworth,	Ward Room.	

## MAYHEW SCHOOL DISTRICT.

## COMMITTEE.

WILLIAM E. TOWNSEND, *Chairman*, 15 Cambridge Street.  
 CHARLES D. HOMANS, *Secretary*, 12 West Street.  
 T. R. MARVIN, 42 Congress Street.  
 AURELIUS D. PARKER, 20 Court Street.  
 GEORGE BARTLETT, 3 Tremont Place.  
 JOHN W. ADMUN, 67 Brighton Street.  
 JOHN N. MURDOCK, 18 Crescent Place.

## MAYHEW SCHOOL, HAWKINS STREET.

Samuel Swan, <i>Master and Teacher of Vocal Music.</i>	Alfred Hewins, <i>Sub-Master,</i> Cl. I., Div. 2.
Emily A. Moulton, <i>Head Assistant,</i> Cl. I., Div. 1.	Quincy E. Dickerman, <i>Usher,</i> Cl. II. Div. 1.

*Assistants.*

Elizabeth P. Hopkins, Cl. II., Div. 2.	Adeline F. Cutter, Cl. IV., Div. 1.
Sarah W. I. Copeland, Cl. III., Div. 1.	Mary G. Powell, Cl. IV., Div. 2.
Elizabeth L. West, Cl. III., Div. 2.	

## PRIMARY SCHOOLS.

<i>Teachers.</i>	<i>Location.</i>	<i>Sub-Committees.</i>
Permelia Stevens,	Mayhew School house,	Mr. Townsend.
Bethia Whiting,	" "	Mr. Marvin.
Caroline Wason,	South Margin Street,	} Mr. Murdock.
M. Electa Lauriat,	Merrimac Street,	
Mary E. Parker,	Old Hancock sch. house,	} Mr. Homans.
Catharine W. Callender,	" "	
Harriet A. Farrow,	Warren Square, "	Mr. Parker.
Henrietta B. Tower,	" "	} Mr. Dadmun.
Harriet M. Warren,		
Caroline L. Brown,	Bennet Street,	Mr. Bartlett.

## PHILLIPS SCHOOL DISTRICT.

## COMMITTEE.

JOHN C STOCKBRIDGE, *Chairman*, 42 Charles Street.  
 J. BAXTER UPHAM, 31 Chestnut Street.  
 OTIS NORCROSS, 10 McLean Street.  
 LORING LOTHROP, *Secretary*, 48 Bowdoin Street.  
 S. K. LOTHROP, 12 Chestnut Street.  
 RUSSELL STURGIS, JR., 13 Joy Street.  
 GEORGE W. TUXTBURY, 19 Court Street.  
 WILLIAM E. COALE, 4 Staniford Street.

## PHILLIPS SCHOOL, WEST CENTRE STREET.

James Hovey, <i>Master</i> .	John M. Colcord, <i>Usher</i> . Cl. II., Div. 1.
Amphion Gates, <i>Sub-Master</i> .	Isabella H. Wilson, <i>Head Assistant</i> . Cl. I., Div. 1.

*Assistants.*

Laura M. Porter, Cl. II., Div. 2.	Emily A. Perkins, Cl. IV., Div. 3.
Hannah M. Sutton, Cl. III., Div. 1.	Harriet A. Cunningham, Cl. IV., Div. 2.
Elvira M. Harrington, Cl. III., Div. 2.	Lucy S. Nevins, Cl. II., Div. 3.
M. Josephine Dugan, Cl. IV., Div. 4.	Abby A. Reed, Cl. IV., Div. 1.

Edwin Bruce, *Teacher of Vocal Music.*

## PRIMARY SCHOOLS.

<i>Teachers.</i>	<i>Location.</i>	<i>Sub-Committees.</i>
Mary A. Allen,	No. 1—Southac Street,	Mr. Coale.
Sarah M. Turner,	2     "     "	{ " Sturgis.
Josephine Couthouy,	3     "     "	{ " Norecross.
Caroline P. Eastman,	4     "     "	"
Abby A. Lincoln,	1—West Cedar Street,	{ " Tuxbury.
Eliza A. Corthell,	2     "     "	{ " Stockbridge.
Sarah Ingalls,	1 Phillips sch. house,	" L. Lothrop.
Harriet H. King,	2 Joy Street,	" Coale.
Emeline D. Fish,	Charles St. Church,	"
Ruth M. Sanborn,	Western Avenue,	Upham.

## QUINCY SCHOOL DISTRICT.

## COMMITTEE.

RUFUS ELLIS, *Chairman*, 4 Exeter Place.  
 PATRICK RILEY, 10 Lincoln Street.  
 THOMAS M. BREWER, 131 Washington Street.  
 ELIJAH C. DREW, 21 Harrison Avenue.  
 SAMUEL J. M. HOMER, 100 Federal Street.  
 RICHARD M. HODGES, 59 Chauncy Street.  
 THOMAS W. PARSONS, 16 Winter Street.  
 JAMES DENNIE, *Secretary*, 20 Eliot Street.  
 M. DENMAN ROSS, 76 Boylston Street.

## QUINCY SCHOOL, TYLER STREET.

Charles E. Valentine, <i>Master</i> ,	Josephine L. Tucker, <i>1st Head Assist't.</i>
Cl. I., Div. 1.	Cl. I., Div. 1.
Benj. W. Putnam, <i>Sub-Master</i> .	Lydia A. Hanson, 2d " "
Cl. I., Div. 2.	Cl. II., Div. 2.
Edward Gay, <i>Usher</i> .	
Cl. II., Div. 1.	

## Assistants.

Julia B. Burrell,	Sarah E. Chandler,
Cl. II., Div. 3.	Cl. IV., Div. 2.
Harriet D. Hinckley,	Elizabeth T. Bailey,
Cl. III., Div. 1.	Cl. IV., Div. 3.
Angeline A. Moulton,	Charlotte L. Wheelwright,
Cl. III., Div. 2.	Cl. IV., Div. 4.
E. Maria Simonds,	Annie G. Cummings,
Cl. III., Div. 3.	Cl. IV. Div. 5.
Olive M. Page,	Emily B. Peck,
Cl. IV., Div. 1.	Cl. IV., Div. 6.

## PRIMARY SCHOOLS.

<i>Teachers.</i>	<i>Location.</i>	<i>Sub-Committees.</i>
Sophronia N. Herrick,	No. 1—East Street Place,	{ Mr. Drew.
Hannah A. Lawrence,	2 " " "	
Adeline Stockbridge,	3 " " "	" Riley.
Marian A. Flynn,	4 " " "	
Mary C. Greene,	1—E. Orange Street,	
Charlotte L. Young,	2 " " "	" Parsons.
Sarah C. Sanderson,	3 " " "	
Elizabeth S. Emmons,	182 Harrison Avenue,	" Brewer.
Mary A. B. Gore,	1—Tyler Street,	" Drew.
Harriet A. Dow,	2 " " "	" Hodges.
Caroline M. Grover,	3 " " "	" Dennie.
Frances Torrey,	4 " " "	" Homer.
Hannah E. Moore,	5 " " "	" Homer.
Hannah L. Billings,	6 " " "	" Drew.
Caroline L. P. Torrey,	Hudson Street,	" Dennie.
Caroline A. Morris,	" " "	" Hodges.
Agnes Duncan,	" " "	" Homer.
Henrietta Madigan,	" " "	" Hodges.
Julia A. Wheaton,	Kingston Street.	" Hodges.
Rebecca R. Thayer	" " "	and
Abby M. Mills,	" " "	Brewer

## SOUTH STREET SCHOOL.

## COMMITTEE.

THOMAS M. BREWER, *Chairman*, 131 Washington Street.  
 A. D. PARKER, 20 Court Street.  
 SAMUEL A. GREEN, 19 Kneeland Street.  
 PATRICK RILEY, 10 Lincoln Street.  
 RICHARD M. HODGES, 50 Chauncy Street.  
 JOHN B. ALLEY, 35 Boylston Street.  
 THOMAS W. PARSONS, 16 Winter Street.  
 SAMUEL J. M. HOMER, 100 Federal Street.  
 CHARLES F. DANA, *Secretary*, 46 Court Street.

William T. Adams, *Master*.                    Eliza J. Read, *3d Head Assistant*.  
 Frances H. Nichols, *1st Head Assistant*.   Susan H. Thaxter, *4th Head Assist.*  
 Clarinda R. F. Treadwell, *2d Head Assistant*.

*Assistants.*

Ellen M. S. Treadwell,	Anna L. Maynard,
Rosetta M. Hodges,	Catharine S. Clinton,
Ellen McKendry,	Frances R. Honey,
Mary E. Nichols,	Anna B. Thompson,
Caroline W. Marshall,	Sarah E. Daly,

Eliza A. Baxter, *Teacher of Sewing*.  
 Charles Butler, *Teacher of Vocal Music*.

## WELLS SCHOOL DISTRICT.

## COMMITTEE.

T. R. MARVIN, *Chairman*, 29 Lynde Street.  
 OTIS NORCROSS, 10 McLean Street.  
 J. C. STOCKBRIDGE, 42 Charles Street.  
 JOHN W. DADMUN, 67 Brighton Street.  
 SAMUEL H. RANDALL, 7 Chilson Place.  
 WILLIAM E. COALE, 4 Staniford Street.  
 M. C. GREENE, 15 Green Street.  
 JOHN N. MURDOCK, 18 Crescent Place.  
 JOHN F. JARVIS, Secretary, 83 Leveret Street.

## WELLS SCHOOL, BLOSSOM STREET.

Reuben Swan, <i>Master</i> ,	Matilda A. Gerry, <i>Head Assistant</i> .
Cl. I., Div. 1.	Cl. I., Div. 1, Sect. 2.
William H. Swan, <i>Sub-Master</i> ,	
Cl. I., Div. 2.	

*Assistants.*

Mary S. Carter,	Sarah E. Wiggin,
Cl. II., Div. 1.	Cl. IV., Div. 1.
Sarah J. Lothrop,	Susan C. French,
Cl. II., Div. 2.	Cl. IV., Div. 2.
Juliana Sparrell,	Lydia A. Beck,
Cl. III., Div. 1.	Cl. IV., Div. 3.
Lydia S. Chandler,	
Cl. III., Div. 2.	

Mary E. Mudge, *Teacher of Sewing*.  
 Edwin Bruee, *Teacher of Vocal Music*.

## PRIMARY SCHOOLS.

<i>Teachers.</i>	<i>Location.</i>	<i>Sub-Committees.</i>
Mary F. Jones,	No. 1-Wall Street,	Mr. Greene.
Anna A. James,	2 " "	" Jarvis.
Elizabeth W. Snow,	3 " "	{ " Marvin.
Augusta H. Foster,	4 " "	{ " Stockbridge.
Lucy M. A. Redding,	5 " "	" Jarvis.
Mary L. Bailey,	6 " "	" Murdock.
Elizabeth S. Grater,	1-Milton Street,	Randall.
Elizabeth S. Foster,	2 " "	Dadmun.
Maria W. Turner,	2-Spring Street Place	"
Mary S. Watts.	2-Wells School house,	Norcross.

## WINTHROP SCHOOL DISTRICT.

## COMMITTEE.

THOMAS M. BREWER, *Chairman*, 131 Washington Street.  
 JOHN B. ALLEY, *Secretary*, 35 Boylston Street.  
 ELIJAH C. DREW, 21 Harrison Avenue.  
 ENOCH C. ROLFE, 563 Washington Street.  
 SAMUEL J. M. HOMER, 100 Federal Street.  
 RICHARD M. HODGES, 50 Chauncey Street.  
 ELISHA BASSETT, 335 Tremont Street.  
 SAMUEL A. GREEN, 19 Kneeland Street.  
 EZRA S. GANNETT, 10 Boylston Place.  
 OTIS KIMBALL, 38 Common Street.

## WINTHROP SCHOOL, TREMONT STREET.

Robert Swan, <i>Master</i> ,	Rebecca P. Barry, <i>3d Head Assistant</i> ,
Cl. I., Div. 1.	Cl. I., Div. 3.
Susan A. W. Loring, <i>1st Head Assis't</i> ,	Almira Seymour, <i>4th Head Assistant</i> ,
Cl. I., Div. 1.	Cl. II., Div. 1.
May G. Ladd, <i>2d Head Assistant</i> ,	Martha E. Towne, <i>5th Head Assistant</i> ,
Cl. I., Div. 2.	Cl. II., Div. 2.

## Assistants.

Mary Newell,	Georgianna Sparrell,
Cl. II., Div. 3.	Cl. III., Div. 4.
L. Ellen Sprague,	Elizabeth R. Briggs,
Cl. II., Div. 3.	Cl. IV., Div. 1.
Mary E. Davis,	Hannah H. Hosmer,
Cl. III., Div. 1.	Cl. IV., Div. 4.
Mary J. Danforth,	Emily M. Hathaway,
Cl. III., Div. 3.	Cl. IV., Div. 4.
Kate L. Perrigo,	Abbie A. Cutter.
Cl. III., Div. 3.	

Hannah A. Rolfe, *Teacher of Sewing*.  
 Charles Butler, *Teacher of Music*.

## PRIMARY SCHOOLS.

<i>Teachers.</i>	<i>Location.</i>	<i>Sub-Committees.</i>
Anna O. Jones,	No. 1-Bumstead Court,	Mr. Bassett.
Mary B. Browne,	2 " "	" Alley.
Ellen E. Leach,	1-East Street,	" Kimball.
Dora Norton,	2 " "	" Gannett.
Mary E. Pettingill,	3 " "	" Brewer.
Anna E. Federhen,	4 " "	" Hodges.
Mary A. Sylvester,	5 " "	} " Drew.
Sarah E. Lewis,	6 " "	
Harriet A. Bettis,	7 " "	} " Homer.
Priscilla Johnson,	8 " "	
Fanny C. Jennison,	9 " "	" Green.
Elizabeth C. Frink,	10 " "	" Brewer.
Susan Frizzell,	11 " "	" Hodges.
Elizabeth P. Bentley,	12 " "	" Rolfe.

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## ERRATUM.

On page 81, instead of "Edward Crafts" read "Edward Cruft."







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